

**DE MONTFORT UNIVERSITY**

**Investigation into  
teachers' practice in  
relation to curriculum  
implementation in ELT in  
Bangladesh**

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**Mphil submission**

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## **Abstract**

The study investigates teachers' practices in relation to curriculum implementation in secondary level education in Bangladesh. The research examines five English language teachers' classroom activities and compares if their activities are implemented as recommended by the curriculum. It also focuses on the factors that influence the teachers to implement the curriculum. The researcher conducted qualitative research to collect data for this study. As a result, the researcher made classroom observations to see the activities of the teachers in the classroom and conducted interviews afterwards to understand what factors influence the teachers.

The analysis of the study reveals that the teachers focus on part of the curriculum in their activities in the classroom. The interviews analysis reveals that the teachers' activities are different from the recommended activities in the classroom.

The result of the study showed that the teachers' activities are not congruent with the principles of the curriculum as their activities are influenced by other contextual factors.

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## **Chapter One**

### **1. Introduction**

The Government of Bangladesh introduced a communicative curriculum for English language teaching in 1996 for junior secondary level education and in 2000 for secondary level education so that the learners might be able to communicate locally and internationally. A series of textbooks named as “English for Today” was presented by National Curriculum and Textbook Board (NCTB) under the direction of Ministry of Education for this communicative curriculum. These textbooks were prepared by the local and international ELT experts as the books might help teachers in the classroom and learners might be able to achieve communicative competence. The secondary curriculum was first presented according to the new educational policy of Bangladesh in 1999. The present curriculum is presented according to the revised educational policy of 2010 in Bangladesh. This curriculum of 2010 embodied the same series of the textbooks “English for Today”. However, the content of the textbooks has been changed in order to teach the learners according to updated information of the world. The aim of this curriculum is that the teachers will teach the learners following the prescribed syllabus in the classroom in order to improve the competence level of the learners.

Although the English language teachers are advised to utilise the prescribed syllabus to implement the curriculum, they did not receive any teacher's guide even after three years of the publication of the policy and curriculum. Therefore, the teachers implement the present curriculum in the classroom based on their prior experience in English language teaching. However, the Ministry of Education in Bangladesh adopted a top-down strategy to implement the current curriculum in English language teaching. The teachers have no influence in planning the curriculum in this centralized approach. They are advised to follow any plan and decision that are passed to them by the policy makers, higher authorities, Ministry of Education and curriculum designers to implement the curriculum. The Ministry of Education arranged a training session of three days of English teachers to introduce the curriculum. It was assumed that the teachers will follow the instruction and the prescribed syllabus in order to successfully implement the curriculum. As there is no teacher's guide

yet, the purpose of this study is to investigate how the teachers implement the curriculum in the classroom through their practice in English language teaching.

The success and failure of any educational implementation depends on the teachers as they are the key players in the classroom (Carless 2003; Fullan 2001; Wedell 2003). This is why this study investigates teachers' practice in the classroom as well as compares their implementation to what is recommended by the Ministry of Education and NCTB. The study may also reveal how other contextual factors influence the teachers to implement the curriculum. It is expected that the study will present useful insights for policy makers, curriculum developers and teacher educators in Bangladesh and Asian countries. The expectation of this study is that investigating what the teachers do in the classroom while implementing a new curriculum, and how other contextual factors shape what they do, might present significant insights to implement a new educational curriculum.

The following sections will focus on the purpose, rationale and aim of the research before going to present the context of the study.

### **1.1. Purpose**

The research focuses on the practice of Bangladeshi teachers and explore to what extent the teachers teach English in the classroom to implement the curriculum in the rural areas of Bangladesh. In addition, the research investigates what other contextual factors influence the teachers to practice in the classroom in the rural areas of Bangladesh. Although some educational research could be found on policy making and teachers' development in Bangladesh (Basu et al 2009; Rahman 1999; Street 2001), no research has been conducted to focus on the teachers' practice to implement the curriculum in the classroom. In the early development of this research paper, the researcher investigated the activities of the teachers in the classroom and identified the lack of resources and support from the institutions and government to the teachers. Although the researcher found that the teachers do not get adequate support to implement the current syllabus, there might be other factors which could be responsible for the teachers' practice activities in the classroom. Therefore, the researcher had two purposes to conduct the study- firstly, to

know about the practice of teachers in the rural areas; then, to contribute in the field of education to aware the policy makers, curriculum designers and the education researchers about the outcome of the study to inform decisions to implement a curriculum for English language teaching.

## **1.2. The aim of the study:**

The aim of the study is to know about the English language teaching practice in the classroom in the rural areas of Bangladesh and understand the reasons why that practice is in place. Then, the researcher would like to contribute in the field of education providing the outcome of the study to the policy makers, curriculum designers and the education researchers to make further decision to implement the present curriculum in English language teaching in the rural areas of Bangladesh. In the present curriculum, the Ministry of Education presented a prescribed syllabus and advised the teachers to follow it in order to implement the curriculum. The preface of the textbook explains that the contents of the book will focus on reading, writing, speaking and listening and the learners will be able to achieve communicative competence following the instructions of the teachers based on the curriculum.

## **1.3. Motivation for the research:**

There are some reasons to carry out this study. First of all, I wanted to conduct the fieldwork of my study in my local area where I grew up and studied in my childhood. There was a different curriculum in English language teaching when I studied for my secondary level education. The teachers would teach grammar, translation, prose, poetry, and essay, letter and paragraph writing. Unfortunately, more than 90% of my friends would not understand English and they would try to memorise everything without understanding anything. As a result, they failed to achieve communicative competence in English language. As the curriculum has been changed gradually for more than one decade in order to gain the competence level of the learners, I want to observe if the English language teaching and learning has been improved in my local area. Secondly, as the Ministry of Education changed the curriculum for English language teaching, some of the old teachers of my school went for voluntary retirement and rest of them failed to teach the learners successfully. As a

result, the achievement of the public exam of the learners and the school became very poor and financially solvent parents sent their kids to the urban areas. By this time, the school employed some new English teachers and the rest of the old teachers either passed away or went for retirement. In this circumstance, I might get a chance to observe how the new teachers implement the present curriculum and how they are influenced by the other contextual factors to teach English in the classroom. Thirdly, the present curriculum is presented by the Ministry of Education so that the learners might be able to communicate in English locally and internationally. I want to observe what initiative the government took to implement the curriculum and how the rural areas' schools and teachers are supported by the Ministry of Education for classroom activities. Finally, as no research study was available on the present curriculum in Bangladesh, the result of this study might help the policy makers, curriculum designers, ELT professional and Ministry of Education to take any decision for further development in future.

The following sections will focus on the English educational context of Bangladesh.

## **Chapter Two**

### **Section One**

#### **2. The Context of the study**

This chapter will establish the context of this study, which in turn will set the relevance and conditions of the investigation of teachers' practice in the classroom and the link that might usefully draw the influence of contextual factors and teachers' belief on their practice. Section 1 will present a brief history of English language in Bangladesh and then move on to unpack its current importance in all the sectors including English language teaching in Bangladesh. Section 2 will investigate the state of English language policy in Bangladesh and its place in curriculum and recent attempt in English language teaching. Finally, section 3 will highlight the context of secondary level education and the issues that might influence teachers to implement the curriculum in the classroom.

##### **2.1. English in the colonial era**

There were three powerful imperialist languages in Bangladesh historically- in the eleventh and twelfth centuries Persian came with the Moghuls and Turks, in the fifteenth century Portuguese emerged into the country with the arrival of the first European merchants and English brought in by the British traders in the Indian subcontinent in the early seventeenth century. The use of Portuguese and Persian declined and English appeared in the subcontinent at the beginning of eighteenth century. Previously Persian had been used as an official language and British officials of East India Company used to take help of Persian interpreters (Ferguson 1996). After the military victory of the British backed East India Company, British strengthened the British presence in Bengal and English became a powerful language in the subcontinent. The British set up factories first at Balasore around 1660 and later at Hugli in Bengal. Initially, English had been used as a language of trade between the local and English factors and after the military victory it became an official language (Zaman, 2003: 486).

English learning and teaching mushroomed through the establishment of schools in Kolkata for European education. Although the first school was established for Christian education in

1731, Kolkata became familiar as the heart of English education in 1789 with the establishment of the Free School Society of Bengal (Zaman 2003). In 1816 local elites established Hindu college and it became a renowned place for the education of English language and literature. Although English education was spreading in the subcontinent, the East India Company took the initiative for educational development in the 18<sup>th</sup> and early 19<sup>th</sup> centuries (Evans 2002: 262). However, the company became involved more in Indian education with the Act of 1813:

And be it further enacted that it shall be lawful for the Governor-General-in-Council to direct that out of any surplus revenue that may remain a sum of not less than one lac (i.e. one hundred thousand) of rupees in each year shall be set apart and applied to the revival and improvement of literature and the encouragement of the learned Natives of India and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British Territories in India. (Hamid 2009: 25)

Although there was some ambiguity regarding the Act, it had dual aims in Orientalist terms- firstly to introduce western science and knowledge in India and secondly to improve and revive Indian languages and literatures. These aims needed to be stressed as they represent the important Orientalist-Anglicist debate between western and oriental learning as well as the importance between English and Indian languages (Evans 2002; Pennycook 1994; Schiffman 1999; Zaman 2003). The British Orientalists, such as Warren Hastings and T. H. Wilson, intended to govern India with the Indian tradition and supported the social-religious institutions of the country (Ali 1993: 5). The policy of the British Orientalists was maintained until 1825.

The changes to Orientalist policy came through Anglicists with the coming of Governor-General William Bentinck (1825-1835) as the Anglicists did not accept Indian traditions, customs and religious practices in education and regarded them as superstitious and barbaric. Ali (1993: 6) argues that "there was a complete reversal of policy, and the patronage of Indian learning practised by Hastings was replaced by Bentinck with Western".

Spear (1938) identified four aspects of British colonial government's educational policy. Firstly, the main focus on higher education was only on Western science and literature. Secondly, English had been suggested as the medium of Western education. Thirdly, English

replaced Persian as an official language of Muslim education and administration in India. Finally, the government funds had been allocated for higher levels English education beyond elementary level. Therefore, it might be argued that the educational policy did not consider the value of Indian language and education.

The new British educational policy strengthened English education and presented English language teaching and learning in India. However, the educational system could not spread fast in India as it was expensive and only the elite could afford it rather than the majority of poor and middle class families. Henceforth, the educational system was confined in the cities only. The policy also aimed to establish English education in cities rather than rural areas:

“the funds which would thus be placed at our disposal would enable us to give larger encouragement to the Hindoo {Hindu} college at Calcutta, and to establish in the principal cities throughout the Presidencies of Fort William and Agra schools in which the English language might be well and thoroughly taught” (Macaulay 1835 cited in Hamid 2009: 27).

The Educational policy of controlling supply and demand of English education presented a better education keeping the majority of the population behind – this was part of British colonial rule (Pennycook 1994; Rahman 1999). The East India Company was not interested to spend huge amounts of money for English education for the mass of people; in any case it was not capable of providing the expenditure. However, the company required English-proficient Indians to run the administration. As the company could not control the whole educational system, the local people had to take initiatives to learn the target language. Controlling English education was dividing the population into two classes, the English education would make the elite class different from the whole people as it was denied for the masses (Pennycook 2007).

The policy became more evident in 1854 through Wood's Despatch and it was considered as the basic English language teaching and learning policy until 1919 and the education system was controlled by provincial legislatures and Indian ministers (Evans 2002: 276). This was a significant educational power dispatch from the British rulers to implement the educational policy. Then the education for the masses came under government review and the filtration theory became abandoned by the locals. The filtration theory (Hamid 2009) expected that

the elite class would be educated in English and they would disseminate knowledge among the masses. However, there was no authority to implement this filtration theory. Therefore, English proficient elites would not involve themselves in teaching rather they looked forward to judicial and administrative jobs only in Kolkata and other cities. The new policy instructed teachers to use local languages at the elementary level to gather Western knowledge and English became the principal medium of instruction for secondary and tertiary level education.



The British policy of language teaching and learning was not successfully implemented in the rural areas of Bengal as rarely would the few elite classes living in the rural areas have proficiency in English to teach the poor landless Muslims. Rahim (1992) suggests that local schools would follow Bangla as the medium of instruction and therefore, rural poor people would not get any opportunity to learn English. Moreover, the majority of the Muslims were overwhelmingly poor and could not afford to send their children to the cities or sub-districts to achieve English medium instruction (Rahim, 1992: 319).

At the end of the British rule in 1947, there were very few educational institutions in Bangladesh that used to provide English medium instruction. However, the learners could choose any medium to sit the school-leaving examination out of English, Urdu and Bangla (Zaman 2003). After becoming independent, both Pakistan and India retained English for the new English using elites and impoverished masses (Raina 1994: 279) according to colonial policies.

## **2.2. English in Bangladesh during the Pakistan period:**

Bangla was the most influential language in East Pakistan and the majority of the people would speak in Bangla. However, the central Government considered the language as a source of suspicion and a dangerous influence on Hinduism and Indian Government on the state (Rahman 1999). As a result, although there were many established newspapers and a wide range of Journals and creative writing in Bengla, the leading magazines and newspapers would have to use English. On the other hand, although the political leaders claimed that Urdu would be the only state language of both areas of Pakistan, there were number of provincial languages in West Pakistan such as Balochi, Sindhi, Punjabi, Siraiki, Pashto and Urdu (Banu 2002; Haque 1993; Rahman 1999; Thomson 2007). Moreover, neither Bangla was used in West Pakistan nor Urdu was used in Bangladesh. Therefore, both languages were used for educational purposes and English had been regarded as the second language to keep the link of the two parts of Pakistan (Kachru 2005; Moss 1963; Zaman 2003). Even the Pakistani constitution was published in English. The importance of English becomes more evident when the West Pakistani rulers attempted to establish the minor language (Urdu) as the national language of both parts of Pakistan (Rahman 1999; Hamid 2012). Because of the clash of language issue between the two wings of Pakistan, the question of second language of each state arose and English was established as the second language of each state.

At secondary and primary levels Bangla was the medium of instruction in East Pakistan. Then English was replaced from higher secondary level to onward. Moreover, English had also been introduced at third grade as a compulsory subject. In addition, learners of English medium schools used to speak English in the school as well as at home (Moss 1963:65).

### **2.3. English in Bangladesh**

After the independence of Bangladesh in 1971 from Pakistan, there was a significant change in the role and status of English in Bangladesh. The emotional feeling of nationalism drove away not only Urdu but also displaced English, placing Bangla at all levels of the administration, education, bureaucracy and judiciary (Moniruzzaman 1979; Rahman 1999). In the early 1970s language policy reduced the importance of English to a certain level (Banu & Sussex 2001a; Hamid 2006b, 2012; Rahman 1991). The newly formed government and nation also felt the necessity to pay homage to Bangla because of the sacrifice of the Language Martyrs in 1952 and to recognise the national identity (Alam 2002; Banu & Sussex 2001a; Thompson 2007). Thus, the first published Constitution was written in Bangla and the language was declared as the first or state language of the country (Alam 2002; Banu & Sussex 2001a). Finally, in 1974 it was announced to introduce Bangla as a medium of communication in semi-government, private and government offices and later in 1987 it reinforced by "Bengali Introduction Law" (Alam 2002; Banu & Sussex 200a; Rahman 1999). Therefore, Kachru (1990) placed the country in his Outer Circle though English had been regarded as the second language of the country.

English was withdrawn from tertiary level and abolished from primary education but remained in the secondary level as a compulsory course in 1972. Bangla was established as a medium of education for instruction at all the educational institutions. Although the teachers attempted to deliver lectures in Bangla, there was no effort for translation of English medium books that were followed at tertiary level (Islam 1975; Rahman 1999). It created difficulties for engineering, medicine and science faculties to instruct learners as there were few books published in Bangla. Thus, the status of English in Bangladesh relegated rapidly from second language (ESL) to foreign language (EFL) (Rahman 1999). A few years ago Kachru (2005: 67) also commented on the status of English in Bangladesh: "Bangladesh has not adopted a consistent policy towards the role of English; it falls between an ESL and EFL country". Similarly, the British Council reports: "Although Bangladesh can no longer be considered as an ESL (English as second language) situation, neither does it qualify as purely EFL (English as a foreign language) one" (British Council 1986: 2). However, Bangladeshi scholars argue differently as some of them considered the status of English in

Bangladesh as EFL (e.g. Khan 2002; Rahman 2007), while others present as an ESL country (such as, Khan 2004; Zaman 2003, 2004). In this case I agree with Hamid (2005) and Yasmin (2005) that the status of English in Bangladesh is both ESL and EFL country. However, the present situation of English is stronger than some other EFL countries like Japan, Korea and China as English is used in all the fields of education, business and media in Bangladesh that could not be found in those countries. Besides, English is regarded as the second language of Bangladesh constitutionally. The importance of English could be more evident in the curriculum of secondary education from the following sections.

### **2.3.1. English in government administration:**

Although Bangla was presented as an official language of Bangladesh in the government administration throughout the country, English was crucial for every official activity (Hamid 2012). Banu and Sussex (2001a: 129) argue that as English is a global or international language, English was important for the demand of the future or from the colonial past within the government administration from various ways. Firstly, the Government planned to improve accountability, responsiveness, efficiency and transparency of the government administration from the previous two decades (Sobhan et. al, 2004). Therefore, the government aims to serve the people through online so that the offices might reduce extra pressure and everything could be provided transparently and fast. This led the government to make websites in English as both all the citizens of the country and overseas clients can understand the contents without confusion. Secondly, because of the globalisation the government needs to communicate with the other countries for foreign investment, import, export and other purposes. This communication can be effective when government officials can interact with other countries' officials in English. Thirdly, although Bangladesh is developing day by day, the government has to depend on and work with multinational bodies and many donor organisations and interact in English (Banu & Sussex 2001a). Furthermore, the importance of English has become more evident for government administration for the growing garment industry, IT industry and satellite television because of globalisation (Imam 2005; Zaman 2003).

The importance of English in government administration should be inevitable. For example, Shahidullah (2002b) highlighted one order of the Ministry of Establishment:

"It is noted that due to weaknesses in English many candidates selected for foreign training/higher studies are not acceptable to funding countries or agencies. Such a situation is embarrassing both for the selected candidates and for the government. In order to avoid such situations practice of English side by side with Bengali should be encouraged at all levels of the government" (Shahidullah, 2002b).

Shahidullah (2002b) also explored that government administrators need to improve their proficiency in English and it is an essential requirement to get a government job in Bangladesh. As a result, Khan (2002: 327) argues,

"There is a general perception that almost all jobs regard English as an asset and give preference to candidates with good command of spoken and written English".

### **2.3.2. English in the private sector:**

Although there is limited but increasing use which could be noticed in the government administration of Bangladesh, the private sectors could be seen to use English highly. For example, private national, multinational and international companies, Non-Government Organisation (NGO), private universities and private enterprises exclusively use English. The government administration might have to consider the cultural, social and political circumstances of the country in order to use English in the offices and for public services. On the other hand, the private organisations are not concerned about them rather they consider about advantages and opportunities to use English (Baldauf, et al 2008; Hamid 2006a, 2012). Hamid (2012) explains that all the private organisations such as telecommunication companies, financial companies, multinational corporations, donor agencies, hotel chains, private banks, computer technology giants, international colleges, schools and universities running their business are keeping Bangla away. Khan (2002: 327) also describes that all the local, national, regional and international trades are being run through English. Khan (2002: 327) further added that business correspondence, meetings and discussions are usually conducted in English and all the joint venture projects of overseas and local companies make progress using English as it is a recognised international language all over the world. The importance of English in the private sectors is stressed by Shahidullah (2002a) as he argues,

“All employers, specially the lucrative private and multinational sectors, now value communication skills in English, and prefer graduates who can communicate well in English”.

### **2.3.3. English in the media:**

Bangladeshi researchers (e.g. Rahman & Ahmed 2003, Hamid 2012, Rahman 1999, Khan 2002, 2007; Banu & Sussex 2001) mentioned that the Medias of Bangladesh are cultural organisations, newspapers, magazines, TV and radio channels. There is no exact data regarding the number of newspapers, magazines and periodicals. The study of Hamid (2012) explains that it was not possible to know the number of currently published English newspapers and magazines in Bangladesh. However, the report of Banu & Sussex (2001: 136) claims that there were 11 prominent English newspapers in 1998 in the country. These newspapers could be found to read in the urban areas rather than in the rural areas. These newspapers are local but there are other international English newspapers and magazines which are also available for urban readers such as The Economist, Reader's Digest, Newsweek, Times and National Geographic (Khan 2002: 326). Although Hamid (2012) could not present the recent data of the number of newspapers, Rahman & Ahmed (2003) claims that there were 286 daily newspapers and 1522 periodicals in between 1997-1998 and 10 percent of them were published in English. Rahman & Ahmed (2003) also claim that although there are a good number of published newspapers and periodicals in Bangladesh, only 15 percent of the total population read newspapers once or twice in a week.

Although there are some publishing industries in Bangladesh, their creative work is limited in English and mostly dominant in Bangla (Zaman 2003). However, Hamid (2012) claims that although there is not enough publication in English, Journals in English could be found in the universities. Besides, cultural organisations like the Asiatic Society of Bangladesh, Bangla Acamemy, Shilpokola Academy and Language Institutes publish English journals and articles regularly. Khan (2002: 326) argues that the growing interest and awareness of English might be identified through the increasing publication of various books and availability of English language books in bookstores. Zaman (2003: 491) also claims,

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"While the Bangla Academy has been mainly engaged in publishing books in Bangla and translating from English to Bangla, it publishes the Bangla Academy Journal in English, and over the years, has published a considerable amount of Bangla literature translated into English".

Then the use of English in the local electronic media is little and the government sponsored TV telecast less than 10% total programs in English (Banu & Sussex 2001). Although Khan (2007) reported that the numbers of private channels are more than a dozen, recently many channels have been launched to telecast in Bangladesh. Researchers ( e.g. Khan 2002, 2007, Hamid 2012, Rahman 1999) claim that the presence of English in the electronic media is minimal. However, the situation is changed and there are a dozen international channels including HBO, Cartoon Network, CNN, BBC, Animal Planet, Star Plus, Star Movies, ESPN and MTV which telecast in English. Therefore, it might be argued that it is evident that in the past the electronic media would telecast minimal English through their programmes as they might have made them considering the local viewers only. On the other hand, the international channels consider not only about the viewers of Bangladesh but also for the viewers of the rest of the world and they produce programmes in English. As the international channels entered into Bangladesh and their number is increasing gradually, the learners begin to watch the English channels and increase their skills in English. Khan (2002: 326) claims that "despite the nationalistic feeling and love for Bangla, younger Bangladeshis have a great love for English music, movies and audio and video entertainment". However, Hamid (2012) describes that there are private and international channels in the urban areas, rural areas have only BTV (government channel). Therefore, the language learners of urban areas might only be benefited by the international channels to learn English rather than rural areas' learners.

#### **2.3.4. English in Education:**

Ministry of Education (1974) reports that the first education commission in Bangladesh suggests instruction in Bangla medium at all level of education. Hamid (2012) argues that the first commission advised to teach in Bangla, however, it was not possible to replace Bangla in English at the tertiary levels. Hamid (2012) also identified two reasons not to be

able to replace Bangla in English: firstly, there were not available textbooks in Bangla and secondly, it was not possible to translate the required books into Bangla from other languages. This situation was changed one decade earlier in the universities and there was a mixed medium in different faculties. As Rahman claims (1999: 16),

“The medium of instruction at the university level now is in some faculties Bengali, in some faculties English (especially in science subjects) and in some faculties a mixture of the two. Students can write their exam papers either in English or Bengali.”

Although both the language media are allowed in the public universities, the majority of the reading materials and textbooks are published in English and almost 95% of the reference books could be found in English (Choudhury 2001; Hamid 2012). On the other hand, the private universities operate their educational system on the basis of the Private University Act 1992 and an exclusively English medium (Banu & Sessex 2001; Hamid 2012). English is also taught as compulsory in business, medical, science and engineering schools in the state universities and tertiary colleges (Khan 2002; Hamid 2006b, 2012; Rahman 2005).



## **Section Two**

### **The context of English language teaching and curriculum**

#### **2.3.1. ELT in Bangladesh**

In the previous sections I have focused on the history of English language teaching in Bangladesh and the use of English in different sectors in order to highlight the importance of English in education. Therefore, it becomes an issue to highlight how educational planning addresses the curriculum for English syllabus. Rahman (1999) argues that as the educational planning helps to develop the process of systematic application which might facilitate the national educational policy to respond to individual or society's need. Rahman (1999) also claims that educational planning is important to implement policies and decisions, responsible persons need to follow the planning to make it successful. Islam (2012) explains that the change in English language education appeared in Bangladesh because of globalisation in business, education and technology. The government of Bangladesh found that the officials failed to communicate and negotiate with the international organisations because of a low competence level in English. Then the Ministry of Education declared that the curriculum would be designed to make the learners communicatively competent in English as they might be able to communicate locally and internationally to bring the country's educational, economical and technological success (Hamid 2009). In order to present communicative language teaching in secondary, higher secondary and higher education in Bangladesh, the government made a committee to design a curriculum and distribute it nationwide by the NCTB (Ministry of Education 2000).

#### **2.4. English in the curriculum**

Although a new educational policy was expected after independence, the first educational policy, planning, experimenting, developing and evaluating curricula was published by the National Curriculum and Textbook Board (NCTB) in 1983. Before that, ad-hoc committees and commissions would develop and update curricula and any problem would be solved on

the basis of their reports. The National Curriculum and Textbook Board (NCTB) was formed in 1983 and it is currently the main responsible educational body for primary and secondary education. This institution is also responsible for English language education in primary and secondary level. The main activities of the NCTB are:

- Writing textbooks,
- Examining and revising syllabus and curriculum
- Approving books and references
- Evaluating the effectiveness of the curriculum, syllabus and textbooks.

Before going to discuss about the present curriculum, I would like to highlight how the past curriculums have been presented for English education. The importance of English in the curriculum was reported first by the National Commission for Education (1974). The commission recommended that English is important as a medium of international communication and it needs to be taught from level six to level twelve as a language rather than literature (Report of the National Commission on Education 1974:14). On the basis of the report of the commission, the English Language Teaching Task Force was formed in 1975 in order to suggest the ways of improvement and to assess the English language teaching situation in Bangladesh. The task force assessed and reported that the proficiency of the twelve level learners is of an actual standard which is four years lower than that of their textbooks (Report of the English Teaching Task Force 1976: 1). As the task force found the weakness of the learners and lower standard of the textbooks, they recommended to present an appropriate syllabus and suggested the textbooks according to the needs and abilities of the students.

The National Curriculum and Syllabus Committee (NCSE) was set up to design the syllabus of each subject with different committees in 1976 as it was recommended by the Task Force. The English Syllabus committee was formed and they worked on the basis of the Task Force report. NCSC explains that it follows the recommendation of the Task Force with an emphasis on a functional rather than a literary syllabus to change the traditional bookish attitude towards English education (Report of the National Curriculum and Syllabus

Formulation Committee 1978: 80). NCSC also made other recommendations related to content and objectives on the basis of topics of environmental, social, developmental and cultural interests which need to be specified. Then, a new textbook named as "English for Today" was presented with the help of ELT specialists for each class according to the learners' ability in 1986. A combined English book was presented for class nine and ten and another one for class eleven and twelve.

It is important to mention the types of textbooks and materials that were used for secondary education in the classroom. The syllabus consisted of a number of prose pieces and poetry in addition to composition writing, grammar items, paragraph writing, reading comprehension, translation and letter writing (Khan 1999; Rahman 1999). It is commented that the course was completely related to literature than language teaching (Khan 1999). However, the learners and teachers would rely on local guide books including grammar, literature and translation (Rahman 1994, Sultana and Hoque 1995). Therefore, it might be assumed that the previous curriculum and syllabus was related to mixes of language and literature which have been changed in 2000 and the presented curriculum is being implemented.

The National Curriculum (2012) presents the objectives of the present curriculum as:

1. To acquire competence in all four language skills, i.e. listening, speaking, reading and writing.
2. To use the competence for effective communication in real life situations at pre intermediate level.
3. To acquire necessary grammar competence in English language.
4. To develop creativity and critical thinking through English language.
5. To become independent learners of English by using reference skills.
6. To use language skills for utilizing information technology.
7. To use literary pieces in English for enjoyment and language learning.
8. To be skilled human resources by using English language skills.

## **Section Three**

### **The context of English language teaching in secondary level**

#### **Education**

#### **2.5. Secondary education and English**

The educational system of Bangladesh has three stages: primary, secondary and tertiary. The primary education is between grades one to five, the secondary one has three stages- a) junior secondary (between six to eight grade), b) secondary (between nine to ten grade) and c) higher secondary (grades eleven to twelve). After the completion of grade ten learners sit for a nationwide board exam called SSC and successful learners get admission for higher secondary. When the students complete their eleven and twelve grades they sit for a nationwide board exam called HSC. These nationwide exams are conducted by seven educational exam boards. However, the educational policy, curriculum, syllabus and textbooks for secondary education are not designed by a board of education. They are presented by the Ministry of education and distributed by the National Textbook Board of Bangladesh (NCTB) to Boards of Education. The Boards of Education send curriculum, syllabus and Textbooks to the schools and colleges to implement them according to the educational policy of the Ministry of Education.

The secondary education in Bangladesh is divided into three streams: English-medium education (EME), Madrasa education and the National secondary (secular). The secular one is the main stream of secondary education in Bangladesh and 83% of the students are enrolled in this flow (CAMPE 2006; Hamid 2012). However, only one percent of the students in the urban areas study in English medium for secondary education while 16% of the total learners follow religious or madrasa education for secondary level.

According to the higher percentage of the learners, the secular stream is considered as the main secondary educational flow in Bangladesh. Then, the madrasa education is regarded as the second stream which provides not only the religious subjects but also the secular courses such as English, Bangla, Sciences, humanities and other courses while EME is placed in the third position which is represented by English medium schools (Asadullah & Chaudhury 2008; Hossain & Tollefson 2007; Hamid 2012). Although the government has

stressed English education for last two decades through the secular and madrasa streams, EME is not run by the government institutions rather private schools and colleges took this responsibility and the government allowed them (Hamid 2012; Ministry of Education 2000). This institution follows the British Council's rules and regulations and elite classes are taught here who follow British and American traditions (Hamid 2006, 2012; Rahman 2007; Zaman 2004). The exact number of this type of institute is not known but it might be around 2000 all over the country (Chakraborti 2002; Banu 2005). In these institutions all the courses are taught in English and Bangla is taught as a second language to the foreigners (Hamid 2006b). In last two decades some policy changes could be found in English language teaching in both the secular and madrasa streams (Hamid 1012; Hamid & Baldauf 2008; Khan 1999). Firstly, English has been presented as a major or compulsory course along with other subjects (Rahman 1999). Secondly, English language course has also been presented in the universities and colleges at undergraduate level. Finally, Communicative Language Teaching (CLT) is introduced in place of the traditional structural syllabus and Grammar-Translation method from level six to twelve (NCTB 2001; Hamid 2005, 2012). In order to implement the CLT curriculum the English language teaching improvement project (ELTIP) has been undertaken jointly by DFID of the British Government and Ministry of Education in Bangladesh through providing teacher training, writing textbooks and developing curriculum (NCTB 2003; Khan 1999; Hamid 2012). The aim of the project is to make CLT successful by learners' communicative competence achievement in the target language to strengthen the human resource in the country (NCTB 2003: 3).

## 2.6. The new syllabus and materials

As the government wanted to implement communicative language teaching in the secondary education, the Ministry of Education had to plan to introduce the new syllabus year by year. The scheduled plan of Ministry of Education for introducing the new syllabus and language materials was as follows:

1999	2000	2001	2002
Class IX	Class X	Class XI	Class XII

Although the communicative language teaching syllabus was introduced in the junior secondary level from 1996, the curriculum dissemination programmes were launched nationwide under government funding for secondary education in 1999 (Khan 1999). As the dissemination programmes might be successful, a curriculum dissemination training manual was designed to introduce the main features of the new syllabus for both classroom trainers and teachers. Therefore, two to three days orientation programmes and workshops were undertaken in order to familiarize the teachers with the communicative language teaching curriculum.

The aim of the communicative curriculum was to highlight communicative language teaching at secondary education in Bangladesh. Therefore, it was required to change many things from the traditional teaching system and include new things to implement the curriculum. The first prescribed syllabus of the curriculum in its preface explains that the most important thing in communicative language materials should be suitable for a kind of language test that would focus on language skills not the memorisation ability of the contents of the textbook. As a result, the government took necessary steps to implement the communicative curriculum through textbook changing, new materials production and providing teacher training (Raynor 1995; Khan 1999). For example, English Language Teaching Improvement Project (ELTIP) had been undertaken in 1998 to bring changes in ELT methodology and to implement the communicative curriculum in English education in the secondary level (Khan 1999). The aims of the project were: a) access to ELT resource centres, b) improvement of in-service training for ELT teachers for the new methodology and use of new materials and textbooks, c) curriculum and textbook revision; and d) change of the examination system to reflect communicative teaching (British Council 1997).

It is also important to mention that Education in Bangladesh is traditional like the other Asian countries. The educational system is exam-oriented teaching, teacher-centred and transmissional (Pennington 1995; Khan 1999). This picture is also applicable in English language teaching classroom and teachers focus on grammar, translation, comprehension, prose and poetry explanation, essay, letter and paragraph writing (Khan 1999). However, the communicative curriculum was completely different from the previous traditional

curriculum as the syllabus was totally different from the last one. The communicative curriculum focused on all the four skills of reading, writing, speaking and listening based on learner-centred activities within communicative language teaching context. This new English language teaching system had been considered as a novel and foreign concept in the context of Bangladeshi education. Although this new language teaching was well accepted and the government took necessary steps to implement the curriculum, no research had been conducted in whether the method could be successfully implemented or not. Moreover, the curriculum is being practised by the English language teachers in the classroom for around 14 years. However, there could be found no research how the curriculum is being implemented in the classroom. Therefore, I would like to investigate how the teachers are implementing the curriculum in the classroom and what affects them to implement it.

## **2.7. Textbook:**

The Ministry of Education first presented one prescribed textbook for English language teaching for class IX and X in 2000 for communicative purposes. In the preface it was mentioned that the book would help the learners to achieve communicative competence. The content also highlighted communicative competence. However, the book did not mention whether it would focus on all the skills of communicative competence and there was no teacher guide to teach the learners. As a result, the educational policy was changed in 2010. However, the focus on language teaching remained the same. The Ministry of Education provided a new textbook with a little change. The preface of the book mentioned that the book would focus on all the skills of communicative competence. Three years have passed since the publication of the textbook which supposed to assist the learners to develop their English skills for local and global communication purposes. However, there is no instruction how the book could be used by the teacher in the classroom. The preface of the book published in 2013 (p. iv) claims that “ the publication of the teachers' guide is under process. The teacher's guide will help the teachers to plan the lessons more effectively and teach students communicatively through teaching-learning activities”. The educational curriculum published in 2010 also explains that the textbook highlights communicative competence and the teachers' guide might be published soon and handed

over to the instructors. As the teachers' guide is not published, the teachers teach according to their own knowledge and experience. The majority of the teachers used to teach the earlier syllabus (Prose, Poetry, grammar, comprehension, translation, essay, paragraph and letter writing) (Khan 1999; Rahman 1999; Hamid 2012). However, the present textbook is different from the earlier syllabus. The content of the present textbook consists of fourteen Units of different topics which include good citizens, pastimes, events and festivals, are we aware, climate change, our neighbours, people who stand out, world heritage, unconventional jobs, dreams, renewable energy, roots, media and e-communications, and pleasure and purpose. Therefore, it is important in this research to focus how the teachers implement the curriculum in the classroom with their knowledge and experience without teacher's guide. Some studies (Islam 2012, Chowdhury 2012, Ansary 2012) investigated on teacher's belief and attitude towards communicative language teaching in the cities and found a mixed attitude from the teachers to implement. However, they explain the application of the teachers and their attitude might be different in the rural areas to implement the curriculum. Therefore, I investigated how the teachers implement the curriculum in the classroom according to the instructions of the prescribed textbook.

## **2.8. Examination:**

The secondary education is consists of two years, i.e. class nine and ten. At the end of class nine the learners are to sit for annual exam and the successful students are promoted in class ten. Then, the learners appear for a public exam after the completion of class ten called SSC (School Secondary Certificate). English text is compulsory in this exam.

The English test comprises two compulsory papers: I and II. Each of the papers is allocated for one hundred marks. In the first paper, 7 marks for vocabulary, 10 marks for seen question answering from a passage, 10 marks for summary writing of the seen passage, 5 marks for filling the table from the passage information, 5 marks for fill in the blank from passage information, 5 marks for matching sentences, 8 marks for rewriting a story, 10 marks for writing a paragraph, 10 marks for completing a story, 10 marks for summarising a graph/chart, 10 marks for letter writing and 10 marks for dialogue writing have been distributed. In the second paper 40 marks have been allotted for composition writing and 60



marks for grammar. In the grammar part, 5 marks for seen fill in the gap, 5 marks for unseen fill in the blank, 5 marks for sentence making, 5 marks for using appropriate main/auxiliary verb, 5 marks for narration, 10 marks for sentence changing, 5 marks for sentence construction, 5 marks for adding prefix and suffixes, 5 marks for tag questions, 5 marks for using connectors and 5 marks for punctuation have been reserved. In the composition part, 8 marks for letter writing, 10 marks application writing, 10 marks for paragraph writing and 12 marks for essay writing have been distributed. A learner will have to achieve at least 33 percent marks to pass in the exam.

It is important to mention that both learners and teachers can predict the probable questions in SSC exam. For example, the teachers know that the questions of the first paper exam are based on the fourteen units of the text books. Then, the letter, paragraph and essay are also predictable in the exam question. Khan (1999) argues that the common practice of the teachers is to provide the learners a list of probable questions that might be in the exam paper. The learners do not need to practise them in the class but at home with the help of private tutor or guidebooks. However, the teachers help the learners to prepare for the rest of the questions in the exam. Therefore, it seems to be important to focus on how the teachers implement the curriculum in the classroom even after preparing the learners for a different exam system.

This chapter presented relevant contextual issues that are related to the communicative curriculum in the secondary education. Therefore, it is important to focus on curriculum and related language teaching methods in the following chapter. The following chapter focuses on all the issues that are related to the communicative curriculum.

## **Chapter Three**

### **Literature Review**

This chapter presents a discussion on the Grammar Translation Method (GTM), Communicative Language Teaching (CLT) and Curriculum. The first section explains Grammar Translation Method. The second section focused on Communicative Language Teaching and the final section highlighted Curriculum. These topics are presented below:

#### **3.1. Grammar Translation Method (GTM)**

This section focused on the Grammar Translation Method as this method is presented in this research as one of the influential factors for the teachers to implement the communicative curriculum in the classroom. This method was felt as an influential factor and needs to be discussed in the literature review for this research for few reasons. Firstly, the analysis of classroom observation reveals that the teachers focus on Grammar Translation Method in the classroom while implementing communicative curriculum. Secondly, the teachers were used to follow the Grammar Translation Method before receiving the communicative curriculum. Finally, the teachers' interviews explain that the teachers are not trained to implement a communicative curriculum but were educated on the Grammar Translation Method before starting their job. Therefore, it is important to discuss the Grammar Translation Method in the literature review as it might be possible to understand the analysis and discussion of the research. The method is discussed below:

Grammar Translation is a method of foreign language teaching that originates from the classical method which was used to teach foreign languages such as Latin and Greek in the sixteenth and eighteenth centuries. This method came in vogue in the early nineteenth century with the principal aim of helping foreign language learners to read and appraise foreign language literature. In addition, mastery of grammatical rules and translation of literary texts in the target language were the important focus.

Larsen-Freeman (2000) argues that the Grammar Translation Method is characterised by some principles. Firstly, in this method literary language is considered superior to spoken language and therefore students are taught the language to appreciate literary texts. Secondly, mastery of grammatical rules and translation of literary passage consist of the major language tasks in the classroom. Thirdly, developing communication skills in the

foreign language is not the aim of teaching the language. Fourthly, reading and writing are the main skills that would be developed whereas speaking and listening are considered the least important skills. Fifth, grammar is emphasized. Deductive teaching of grammatical rules is considered an effective technique of language teaching. Students are given grammar rules and examples and they are asked to memorize them and to apply those rules to other examples. Students memorize native language equivalents for target –language vocabulary words. Sixth, learning vocabulary of the target language with their native language equivalent is a very important aspect of language learning. Students are provided a set of words with their target language equivalent and are asked to memorize them. Seventh, students' native language has significance in the process of translation. The meaning of the target language is made clear by translating it into the students' native language. The language that is used in class is mostly the students' native language. Eighth, the classroom is teacher-oriented in which the teacher orchestrates all language activities and the students follow the instructions accordingly. Ninth, the teacher initiates all interaction with students. There is little student-student interaction. Tenth, written tests in which students are asked to translate from their native language to the target language or vice versa are often used. Questions about the target culture or questions that ask students to apply grammar rules are also common. Students' ability to translate the literary passage into their own language will determine their foreign language proficiency. Finally, correcting answers from students is considered very important. When students are not correct the teacher supplies them with the correct answer.

Based on these principles, language pedagogues have applied this method in the foreign language classroom through the following techniques: translation of a literary passage into the students' native language, reading comprehension questions, antonyms and synonyms of words from the reading passage, cognates, deductive application of grammar rules, fill – in-the-blanks, etc. Over time, scholars and researchers have investigated the application of this method in foreign language classroom and they brought forth dimensions of its merits and demerits.

In the 1980s and 1990s, this method was regarded as a very effective method of teaching a foreign language for improving translation and reading comprehension skills. It was argued that translation exercises of this method improve students' comprehension at the word,

phrase and sentence level; and grammar exercises developed their knowledge of the structure of a language (Assalahi, 2013; Kong, 2011). Peters (1934) in a comparative study between GT and direct method concluded that the GT method is more effective in translation, vocabulary and comprehension written questions whereas the direct method gave better result in dictation, reading, pronunciation, aural comprehension and grammar. It is also a preferable method (as compared to CLT) in the case of developing accuracy in a language (Al-Refaai, 2013; Chang, 2011; Mondal, 2012). Aqel (2013) argues that the translation exercises have an effective role in making the target language more comprehensible to the beginner learners who find it difficult to express themselves at the initial stage of their communication in the target language.

Therefore, it appears that in this method the translation and grammar patterns show easy ways to explain the meaning of the target language texts. In addition, the use of students' native language also facilitates classroom learning and communication that is there is less difficulty of interaction between teacher and students since the questions and tasks are discussed in the mother tongue.

However, this method eventually exposed its shortcoming in the era of globalization where communicative competence in a language achieved more focus than any other skills. It was found that the method failed to develop communicative skills among foreign language learners as the two very important skills, speaking and listening are ignored. Students have been observed hardly to have any ability to continue basic oral communication in the target language.

The following section is focused on communicative language teaching.

### **3.2. Communicative Language Teaching (CLT)**

It is essential to discuss the Communicative Language Teaching approach in this section as both the teachers' practice and the curriculum of secondary education in Bangladesh are based on this approach. Therefore, the approach needs to be explained for two main reasons. Firstly, according to the principles of the curriculum the teachers will have to implement the prescribed syllabus on the basis of the communicative language teaching approach. Secondly, the curriculum is based on the communicative language teaching

approach. As this research investigates teachers' practice in relation to curriculum implementation and these are related to communicative language teaching, it is important to explain communicative language teaching approach in this section. It is discussed below:

Communicative Language Teaching (CLT) is one of the most prestigious approaches of teaching a foreign or second language. It commenced its formal journey in the late 1960s and continues till today. Since then, the use of it is expanded as a popular method of foreign language teaching and one great outcome of it has been that this approach surpassed all other traditional methods such as the Grammar Translation Method since it filled the gap of the limitations of those traditional methods (Littlewood 2007). The principal aim of this method is to develop communicative competence in the target language and therefore it takes on classroom techniques and methods that are communicative in nature and prepares the learners for everyday communication in the target language (Aleixo 2003; Richards et al 1992; Richards and Rodgers (1986).

Scholars and authors define CLT from different perspectives. For instance, Richards and Rodgers (2001: 155) describe CLT as a multi-dimensional approach of language teaching. They show that CLT focuses on developing linguistic, socio-linguistic and conversational competence of the target language. It develops knowledge at the phonological, morphological, syntactic and semantic level and thus the linguistic system is made explicit to the learners. It also makes the learners aware of how meaning of a language is closely-knit in the socio-cultural context of the target language community; and thus learners feel the interrelatedness of language, society and culture. In addition, they hold the view that CLT focuses on communicative competence that shows ways to balance communication in real life.

Howatt (1984: 279) argues that CLT characterizes two versions of learning a foreign language: The "strong" and the "weak" version. In the weak version the learners get exposed to communicative activities that help them know the use of the target language; whereas the strong version shows them how to use the language for basic communication in the target language. Littlewood (1981: 1) adds that CLT focuses not only on the linguistic aspect of the language but on the functional and communicative aspects also.

Therefore, it can be argued that although CLT conceives manifold properties as explained by the linguists and scholars, the primary aim is to achieve communicative competence in the target language. To achieve this competence, therefore, CLT –based classroom activities are interactive and engaging such as role plays, pair works, group work, games etc. (Richards & Rodgers 2001). Johnson and Morrow (1981) add some other activities: information gap, choice, and feedback. These activities create such practices in the classroom as to engage the learners to the use of the target language and to make them competent in everyday communication in that language.

### **3.2.1. Communicative competence**

'Communicative Competence' is the main principle of CLT and has been given distinct conceptual properties by linguists (Habermas 1970; Hymes 1972; Jakobovits 1970). Hymes (1972) argues that communicative competence conceives multi-fold concepts about a language. He opines that people with communicative competence have knowledge on the linguistics system of a language such as its grammar; then they are also aware of the link between the target culture and the language itself. His explanations thus indicate that communicative competence refers not only to the linguistic knowledge of the language but also the knowledge of culture in particular social context.

Canale and Swain (1980) feature communicative competence by four basic parts of language: grammatical competence, discourse competence, strategic competence, and sociolinguistic competence. Grammatical competence refers to the knowledge of the linguistic system of the language such as the knowledge of how the lexical, phonological syntactic system functions in the production of the language. Socio-cultural competence includes the knowledge that the use and meaning of language is influenced by the social context, its participants and the type of interaction between the speakers and listeners. Discourse competence incorporates the understanding of how the grammatical system and the meaning of language are interrelated in particular contexts. Strategic competence includes the strategies applied for social communication through verbal and non-verbal means (Canale & Swain 1980; Canale 1983).

### **3.2.2. Properties of CLT**

CLT features some distinct principles for foreign language teaching. Scholars (e.g. Larsen-Freeman 1986; Richards and Rodgers 2001) characterize those principles as having some basic and useful tools of teaching a foreign language. Larsen-Freeman (1986: 133) argues that CLT is meaning focused because it perceives communication as a negotiation where both the speaker and the listener are meaningfully comprehensible. However, he asserts that the very basic and significant aim is towards communicative competence. Later, Richards and Rodgers (2001) have expanded the scope of CLT when they argued that CLT is a comprehensive method of language teaching where learners learn the language for meaningful communication in real life. It develops the four basic skills of language and emphasizes fluency over accuracy. Learners are seen as independent participants and their errors are considered as an outcome of natural language learning process.

The principles are based on the belief that language is a social way of communication that can be either oral or written and language has linguistic and interpersonal functions; and that engagement with communicative activities is vital for language learners (Berns, 1990: 104). Brown (2001: 43) claims that CLT focuses on the basic components of language: grammar, discourse, functions through authentic, pragmatic and functional classroom techniques. It offers learner-centred classrooms where the learners play the central role through their active participation in the language tasks and teachers perform the function of facilitator, negotiator, monitor and initiator.

Linguists also propose that CLT exposes the learners to the real life communicative patterns through interactive classroom communication and authentic materials. The materials and activities introduce chances of getting exposed to everyday language use and to be engaged with the learning as effectively as possible (Nunan 1991; Long & Crookes 1992).

Unlike other approach of language teaching, CLT gives a distinct role to the learners and the teachers. The learners are regarded as the main component of negotiating the language activities and as such they keep engaged with various communicative activities in the classroom (Breen and Candlin 1980). They are active all through the language tasks such as role play and group work and each learner has their own distinct and independent

participation in the activities. Teachers hold multiple roles in a CLT classroom. They are the initiator, facilitator, monitor, and source of linguistic input. They motivate the learners by introducing engaging language tasks and facilitate the language tasks with materials and resources. A teacher guides the tasks by providing information and monitors the groups and pairs. In addition, the teacher is a regular observer and researcher; they note how the language tasks work for the learners; analyse their needs, discover their problems and as required find solutions to students' language learning problems. It is therefore claimed that these distinctive roles of learners and teachers have promoted CLT into a learner-centred method of language teaching (Richard & Rodgers 2001; Breen & Candlin 1980).

It is observed that scholars and linguists have approached CLT from different perspectives and proposed different characteristics. However, it might be concluded that the unique principle that is common to all class of linguistics is that CLT aims at promoting foreign language learners who are communicatively competent in the target language and who have comprehensive knowledge of the different linguistic and social forms and functions of the language in communication.

### **3.2.3. Attitude towards CLT**

Researchers and scholars have extensively examined the application of CLT in foreign language classrooms. It is found that the implementation of CLT appears to be conflicting and contradictory in different EFL/ESL situations (Burnaby & Sun 1989; Fox 1993; Gamal & Debra 2001; Karavas-Doukas 1996; Rollman 1994; Sato & Kleinsasser 1999; Thompson 1996). One major misconception about CLT is that the traditional belief of the teachers towards its principles. For instance, teachers perceive that CLT altogether ignores the teaching of grammar and solely emphasizes teaching of speaking skills for communication in real life (Thompson 1996). In addition, teachers also hold the view that CLT is applicable only for those learners who have instrumental purpose with the target language. They also express that the classroom techniques in CLT such as role play, games etc are time consuming and not appropriate for large classes (Burnaby & Sun 1989)

The misconceptions might vary from one teaching context to another and there might be other misconceptions that are yet to be examined.



### **3.2.4. Challenges of implementing CLT:**

Studies (e.g. Islam 2012; Shahidullah 2002) exposed that implementing CLT in EFL/ESL contexts has raised several challenges for language teachers at the different levels of education. For instance, in the Asian contexts, the common problems that the teachers encounter in implementing CLT are the traditional curriculum, texts and materials, lack of resources, classroom infrastructure, lack of teacher training etc (Lewis and McCook 2002). It is observed that from a traditional approach, the teachers focus more on grammar than communication, the curriculum and exams are grammar based, language classrooms are not equipped with the required resources. As a consequence of this the application of CLT appears inconsistent with the existing education system (Johnson 1984; Penner 1995).

The challenges are not similar for all EFL/ESL contexts, however, what is prudent for each teaching situation is that a particular situation should be examined and its problems of prospects with implementing CLT need to be brought forth and then steps are to be taken for a smooth application of CLT in that teaching context.

### **3.2.5. CLT in Bangladesh**

Since English has been the most propitious foreign language in Bangladesh, the Ministry of Education and the Boards of Examinations have endeavoured much to promote English language learners who are expected to compete in the global world of Information, Communication and Technology (ICT). One important step to promote the state of English education in Bangladesh is the application of CLT in all levels of education. It is almost a decade now since CLT is being applied from primary to the tertiary level of education. Text books, teaching materials, classroom techniques and syllabus have been adopted according to the principles of CLT (Shahiduzzaman 2003; Khan 2007).

However, research studies and investigations report that there are challenges and problems with applying CLT at different levels of education in Bangladesh (Hasan and Akand 2009). One existing problem is the untrained teachers. Lack of training on CLT and understanding of its principles have led to teachers' lack of competence in implementing CLT in English language classrooms (Haider & Chowdhury 2012). It is also noted that there is a serious lack

Investigation into teachers' practice in relation to curriculum implementation in ELT in Bangladesh.

of updated teaching-learning supports such as visual aids, language laboratories, technology etc. In addition the classroom infrastructure such the classroom size is another trouble to apply CLT classroom techniques (Shahidullah 1996).

Therefore, it is important to focus on curriculum at this stage as the communicative language teaching approach and grammar translation method have been explained in the previous sections. The following sections present the term 'curriculum', implementation process and relevant studies to understand the present study.

## **Curriculum**

The following sections explain curriculum in brief first before presenting curriculum implementation process. Then the factors that influence curriculum implementation have been discussed. After that the problems of curriculum implementation is presented. Finally some studies on curriculum implementation are interpreted to compare the findings with this study. They are explained below:

### **3.3. Understanding a curriculum**

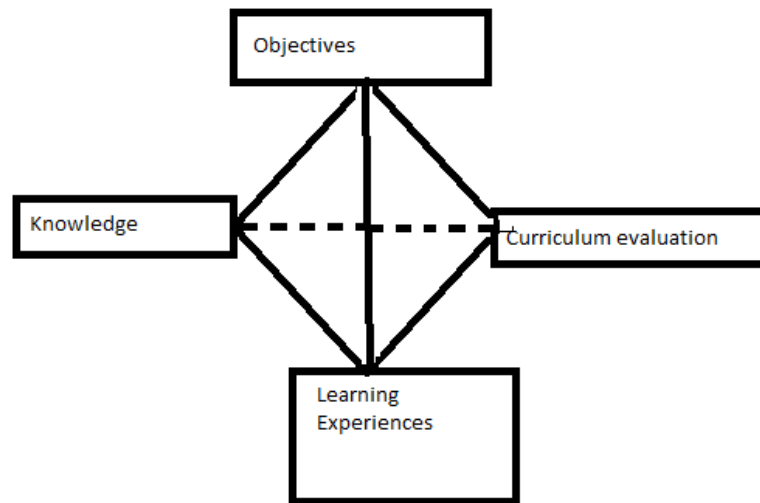
First of all, I want to focus on what the curriculum is and the opinion of the curriculum experts in order to understand what the experts of Bangladesh mean by curriculum and what they expect from it. Moreover, the explanation of curriculum also gives an opportunity to know what components belong to the current curriculum in Bangladesh and what is missing which could have required implementing the curriculum in English language teaching for the secondary level education. It is important to focus on curriculum in this section as the above mentioned sections are based on the teachers' practice and the literature review should focus on all the important parts of the topic.

The term 'Curriculum' has been used with various meanings. The understanding and opinions for this term of government, students, teachers and parents are not similar and researchers and educators also defined it differently. The different opinions of the researchers regarding curriculum are presented below to understand what is it and what is its activity.

Gwynn & Chase (1969) and Hirst (1973) regarded curriculum as a course or programme of educational activities. Rudd (1973: 54) presented curriculum differently than them and

claimed that a curriculum aims at the outcome as it only anticipates or prescribes only but does not show the application how to implement such as how teaching activities, contents and materials to be used to achieve results. Walker (1973: 59) explained curriculum in a broader extend and argued that the activities of curriculum should be presented, adopted, planned, experienced, created, evaluated, attacked, criticised, defended and it should present teachers' guides, apparatus, textbooks, equipments and so on. Walker also believes that the phenomena of curriculum can be interpreted to include the hopes, plans, dreams, fears, intentions and the like of agents, such as policy-makers, curriculum developers, students and teachers. Walker (1973) explained curriculum in a larger extent than Rudd (1973) and the curriculum designers, policy-makers and researchers of Bangladesh might have accepted and granted the opinion of Walker rather than that of Rudd. There might have two reasons for this- firstly, the explanation of Walker represents a continuous development process. Secondly, it highlights the whole plan of a curriculum as well as advocates the implementation process and shows the way for achievement. From the discussion in the earlier chapter, it seems that the curriculum of Bangladesh which has been presented for secondary level education might be prepared on the basis of Walker's explanation as it represented all the steps of planning, implementing and the way of achievement what is recommended in his explanation.

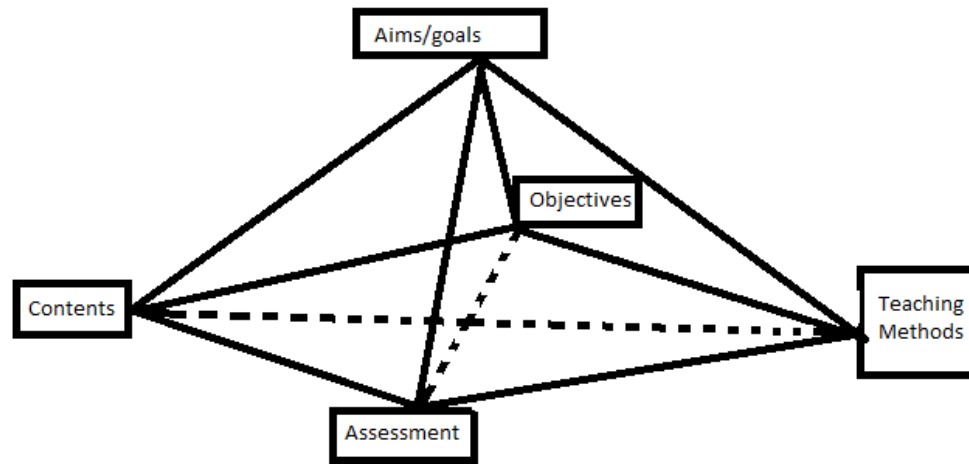
Kerr (1971) presented four components of curriculum which are shown by the figure below:



A SIMPLE FIGURE OF CURRICULUM (Kerr 1971: 182)

The figure shows that curriculum is based on learning experiences, objectives, evaluation and knowledge. It also shows that curriculum objective dominates the rest of the components and each part is related to each other though there is no interaction with each other. While the curriculum components of White's (1988) and Morris' (1998) are different from Kerr. White (1988) explains the components of curriculum are methodology, purpose,

evaluation and content; and the processes whereby a curriculum is implemented, developed and evaluated. Morris (1998) presented a different model than Kerr (1971):



The components of Curriculum (Morris, 1996: 4)

Though the models look similar, they are different from each other. Kerr's model deals with three factors while Morris' model presents four. Morris' model presented 'Aims/Goals' at the centre and it determines the other four components of curriculum. Here, 'Aims/Goals' is more influential than 'objectives'. Morris (1996: 11) argues that 'Aims' are "idealistic, long term and focus more on a planned intention" and 'Goals' are specific and similar to 'Aims' as they highlight on a desired result. Morris (1996) explains that 'objective' is different in the sense that objectives are short term and specific and emphasis on the outcome of effort. Therefore, it is evident from the figures that both the models include assessment but Kerr puts emphasis on learners while Morris on teachers. The curriculum components of Morris could be identified in the secondary level education curriculum in Bangladesh from the

above discussion. The present curriculum might have presented these components as the plan for new curriculum was taken in 1996 and the ELT experts expected to provide a modern curriculum for the teachers and learners.

Tyler (1949) also presented a model of curriculum for its systematic development. Tyler (1949: i) argues that the following questions should be taken into consideration for the development of a curriculum such as:

1. What education purposes are expected by the institute to achieve?
2. What educational experiences are available to implement the curriculum?
3. How these educational experiences could be organised?
4. How the plan could be determined to achieve the purpose?

As the curriculum implementation is a continues process and the designers of Bangladesh presented the curriculum for continuous development, these questions might help them to achieve the educational purposes, such as, to plan for the teaching-learning purposes, how they could be achieved and focus on the methods of achieving those goals. Moreover, the criteria could also be determined through these questions in order to achieve and investigate the purposes of the present curriculum in Bangladesh.

### **3.4. Curriculum Implementation**

The above discussion explains what a curriculum is and whether the components of a curriculum could be found in the curriculum of secondary level in Bangladesh. Now it is important to focus on what strategies are usually applied by the ELT experts to implement a curriculum in order to understand and explain which strategy has been chosen to implement the curriculum of secondary level for English language teaching in Bangladesh. As the implementation process might be influenced by the contextual factors as well, the implementation strategies and influencing factors need to be discussed below.

#### **3.4.1. Strategies for introducing implementation**

Teachers are normally advised to face and implement a new curriculum at different levels. Such implementation is often demanded and imposed by educational authorities. The curriculum implementation has its root within a decision-making process which is not

normally taken teachers but they are expected to carry out the implementation process. Besides, the higher authorities of centralized decision-making usually believe that the teachers will consistently implement the curriculum as directed (Billett 1996).

Fullan (2001) argues that curriculum implementation is an endless process. Therefore, it needs to be ordered, directed, controlled and planned (Nicholls 1983). Chin and Benne (1976) specified three main strategies to introduce educational implementation. They are:

### **1. Power-coercive Strategy:**

According to this strategy, the higher authority imposes law and legislation to act and force people to change in a particular ways. The top small numbers of government officials who are involved in the decision making process act as the authority to implement the curriculum. Markee (1997) explains that the decision makers occupy bureaucratic power and exercise their authority according to the hierarchical positions to impose law and legislation in order to implement a curriculum. However, this process has been criticised by the educational researchers as it ignores the individuals who play the vital role to implement the curriculum. In this process, the higher authority, who may not have any knowledge about the curriculum that they want to impose, will order the teachers to implement it by exercising their power.

However, Kennedy (1987) claimed that the success of this approach will depend on the public support. If the public accept, it might be possible to implement the decision of the top authorities. If the public does not accept, the higher authorities might seek compromise. Even if the public do not consider the compromise, the higher authorities might use their power through law and legislation on the basis of the benefit and cost of the project. Kennedy (1987: 164) also claims that “if not changing is costly and the form and content of the change is not costly, then the change is likely to be adopted and conflict to be resolved”.

### **2. Empirical-rational strategy:**

According to this strategy, people are logical beings and the change of a curriculum can be implemented when proof could be presented to the potential receivers that will benefit from it. Therefore, the main task of the implementers of this strategy is to highlight the importance of the implementation and prove how beneficial the implementation will be for

the potential receivers. However, Markee (1997: 65) does not agree with this strategy and argues that the biggest problem of this approach is that it assumes the rational argument will be enough to convince the users to receive the new process. However, Markee believes that the other factors such as the attributes of the implementation, personal and systemic factors, socio-cultural constraints and many other things are more important than only rational argument to determine the success or failure of any implementation. Zembylas & Barker (2007: 239) also criticised the empirical-rationale strategy and argued that it overemphasizes the rational and does not consider about the uncertainty, ambiguity and complexity which are also part of implementation. Schwartz (2002: 126) explains that in both these strategies (power-coercive and empirical-rationale) the role of teachers will have been instructed to implement a curriculum. From the above discussion in the context, it is apparent that the curriculum of Bangladesh has been presented to teachers and instructed them to implement it in the classroom according to the decision of the higher authority.

### **3. Normative and re-educative strategy:**

The view of this strategy is different from the other two as the decision does not come from the top to implement any instruction rather the end users recognize what they need to do. Therefore, the decision in this strategy will be bottom up rather than top down to implement a curriculum. The strategy assumes that the end users will behave and act based on the norms and values of a culture or society and implementation process is necessary to develop the deep-rooted behaviours and beliefs (Richardson & Placier 2001). Markee (1997: 63) argues that the normative and re-educative strategy gives the crucial responsibilities to teachers. Markee also added that the teachers act as both collaborators and initiators in this strategy while they implement only the decisions that are handed down to them in the other two strategies. Kennedy (1987: 164) also advocated for this strategy and explains that the implementation of this strategy will need "a collaborative, problem solving approach, with all those affected by the change involved in some way and making their own decisions about the degree and manner of change they wish to accept". Therefore, it might be argued that according to the assumption of this strategy the teachers will desire to implement the new curriculum and it will be their decision to adopt the new curriculum rather than accepting what is handed down by higher authority.



Waters and Vilches (2001) argued that a strong strategy for ELT curriculum implementation might be developed through a needs analysis framework. This framework consists of four levels: Familiarization, Socialization, Application and Integration. They are explained below:

**a. Familiarization**

The level of familiarization in the strategy for ELT curriculum implementation advocates that the implementation process should be well acquainted from the top to bottom level. For example, if the teachers are the end users to implement the curriculum, they should be well trained by the higher authority, get enough guidelines, information about the new curriculum, reasons of implementation and all the possible medium of instructions to implement the curriculum. Therefore, in the case of curriculum implementation the needs for the implementation could be identified through the discussion with the experts and the teachers who will implement in the classroom and they might be able to familiarise themselves with the implementation process.

**b. Socialization**

Socialization strategy provides opportunities to the groups who help in the need analysis process to modify or alter the implementation process on the basis of social and cultural beliefs of the participants in the educational system. The discussion can occur among teacher trainers, students, teachers, supervisors and department head in the implementation process in order to give feedback to the curriculum designers to know how the methodologies, principles and materials might fit with the existing belief to implement the curriculum. If the new curriculum does not fit with the existing assumption of the possible users, the designers might change the curriculum to match the materials with the existing beliefs and attitudes of the teachers to implement the curriculum.

**c. Application**

The application strategy highlights how the end users evaluate and test the curriculum to implement it. If the teachers are the end users they need to be supported and monitored by the higher authority and experts to develop their understanding and make themselves experts on the curriculum. Therefore, at this level teacher training program both internal and external might be expected to guide and supervise the teachers to apply the materials and principals of the curriculum to implement.

#### **d. Integration**

The integration strategy focuses on a core of the implementation process where it becomes a personal property for the teachers for its further development. This integration could be done by the teachers through their attempt for the implementation with the schools agendas, instruction from the top level and teachers' professional programs at the same time. The teachers might mix all of these issues in order to implement the curriculum in the classroom.

Markee (1997) also presented five models which need to be considered to implement a curriculum. The models are social interaction, centre periphery, research, development and diffusion, problem solving and linkage. The social interaction model claims that language spread could be established through communication and it should be considered while implementing a curriculum (Markee 1997; Rogers 1983; Cooper 1989). The centre periphery model presents the Ministry of education at the centre for decision making process while the teachers are at the periphery to implement the decision from the centre (Markee 1997). In this model the teachers might be encouraged to implement the curriculum following the central decision but they will not be the part of curriculum development. The research, development and diffusion model claims that curriculum implementation might be successful if there is a research opportunity on the project to develop a final product (Markee 1997). Here, the teachers might identify the problem and prospect of the curriculum and suggest to the centre authority how the materials could be developed and successfully implemented. The problem solving model highlights how the end users will identify the need for changes in materials to implement the curriculum (Markee 1997). Here the teachers will identify problems and then take necessary steps to solve the problems to implement the curriculum. Finally, the linkage model focuses how the end users will handle different situations and if the resources do not match to implement the curriculum, the teachers will have to apply appropriate resources to implement the curriculum (Markee 1997). All these models might be taken as guidance for the designers and planners to consider before designing a new curriculum as they might help them to identify how the curriculum could be implemented, what the teachers may have to consider while implementation and what problems the curriculum will solve through implementation.

Wedell (2003) suggested to the curriculum designers and planners that the teachers should get enough support for professional adjustments to implement the English language teaching curriculum and it should be provided by TESOL training. If the planners want to implement a new curriculum in English language teaching, they should consider how the teachers could be supported and how significant professional adjustments could be made for them. Therefore, the planners should clarify in the curriculum what the teachers need to do to implement the curriculum successfully.

Wedell (2003) also argues that the curriculum planners should consider two interdependent points of view while designing English language teaching curriculum that will represent a significant cultural shift. Firstly, the planners should decide the extent of cultural change how the teachers should be supported, what types of support might be required, for how long and by whom to help the teachers to implement the curriculum successfully. Secondly, the planners should decide what imbalance might develop with the new curriculum in the educational system, and what modification might be required and when the balanced might be restored and when the new practices could be supported.

The above discussion presented implementation strategies for a curriculum as these strategies are suggested by education researcher and applied in ESL/EFL contexts to implement in the classroom. Besides the previous sections focused on the curriculum of Bangladesh in the earlier chapters but did not highlight which strategy has been applied to implement the communicative curriculum. Although it could be claimed that a particular strategy has been taken by the planners and implementers of Bangladesh after the discussion of the earlier chapters, this section focused on the strategies that are presented by educational experts as they might help to identify exactly what strategy has been applied in this curriculum and how it influences the teachers to implement the curriculum of secondary education in Bangladesh. The following section will focus on the factors that might influence the teachers to implement the curriculum in the classroom.

### **3.5. Factors influencing curriculum implementation**

Many researchers (Fullan 2001, 1997; Karavas-Doukas 1995; Owston 2007; White et al. 1991) identified some factors that influence the implementation and adoption of a curriculum. They are explained below.

#### **3.5.1. The nature of innovation**

The nature of innovation might have an influential impact on implementation and acceptability process (Fullan 2001; Rudduck 1986; White et al. 1991). Fullan (2001) argues that the implementation might be influenced in terms of originality, complexity, clarity, and trialability while Rogers (1995) mentioned five key attributes of innovations that influence implementation are relative advantage, compatibility, complexity, trialability and observability. The originality might influence the implementation process if the new practice activities are different from the existing one. In this case, inconsistency might occur to implement the new curriculum. For example, mismatch could be seen between the new and existing curriculum, the new examination system might be different from the present teachers' belief and practice.

The clarity has also a significant impact on curriculum implementation. Teachers are normally advised to implement a curriculum without a clear explanation of how they will have to practice in the classroom. Fullan (2001) argues that an unspecified and unclear curriculum might create frustration and anxiety to the teachers to implement it in the classroom. For example, the study of Karavas-Doukas (1995) in communicative language teaching curriculum implementation shows that the Greek English language teachers did not have a complete understanding what they will have to implement in the classroom and the teachers' misunderstanding had a negative impact on implementation process.

The complexity is a kind of difficulty that the teachers might face while implementing a curriculum. Fullan (2001) argues if the complexity of a curriculum creates problems in the implementation process, there might be a greater change in the teachers' activities as they might attempt from a larger extent. The study of Chan (2002) shows that the teachers failed to implement the task based learning curriculum in Hong Kong for its very theoretical

orientation and complex structure. The study also found that the planners were not consistent with the reality and the teachers went back to their traditional method of teaching as the teachers realised that the ideas of the higher authorities are not relevant to the curriculum.

The implementation process needs to be tested as well in a small or large scale as it might work as a pilot project to help the planners to decide for the larger scale of adaptation. For example, if the test result shows that the result of the application is successful for the curriculum, it could be adopted in other institutions. On the other hand, if the result of the test is unsuccessful, the planners might have some ideas about the obstacles that the teachers might face to implement the curriculum and they can take the initiatives to help the teachers to implement it in the classroom.

Then the teachers should be observed as well by the planners and experts to implement the curriculum in the classroom. In this case, they will have to be trained first through in-service and pre-service training. Then they might understand what they have been asked to implement and how they will have to adopt the curriculum. Even after that, the teachers should be observed to identify why any rationale and principle could not be applied successfully and how the teachers should implement the curriculum in solving any difficulties.

### **3.5.2. Teachers' beliefs**

Teachers' belief might play an important role to implement a new curriculum as sometimes they might need to change and readjust their beliefs to adopt the principles of the curriculum. Tillema (2000) argues that teachers should modify their ideas in order to deal with new practices and ideas. However, Fullan (2011: 44) claims that it will not be easy for the teachers to change their belief to implement the new curriculum. He explains that the changing of belief is very difficult for the teachers as individuals have their core values for educational purposes and the beliefs might be buried under the new assumptions towards the new principles of the changed curriculum. As a result, it is important to focus on the situations under which the present beliefs of the teachers might be changed and face difficulties. Hashweh (2003: 426) presented some conditions to consider for teachers to

implement a curriculum that might be essential for them to re-examine their practices and beliefs. The conditions are:

1. The teachers should be careful about their tacit knowledge, practices and beliefs.
2. The previous beliefs, knowledge, practices, expectations and dispositions of teachers need to be examined critically.
3. The teachers need to identify the limitations of their prior beliefs, knowledge and practices.
4. The teachers should have internal motivation for professional improvement and development of their practices and ideas. They should also identify a gap between their existing practices and their goals and ideas.

Hashweh (2003) claims that these above mentioned conditions should be fulfilled to implement a new curriculum. If the teachers fail to meet any of these conditions, they might change the new ideas into their prior practices and ideas; they might even have to struggle with unexpected dilemmas and conflicts. Spillane et al. (2002: 415) argue that the teachers may have to struggle with the existing ideas and need to change their beliefs, attitudes and practices to implement the new curriculum. Therefore, it might be argued that the above mentioned conditions are important for the teachers to implement the new curriculum and the teachers' beliefs play a crucial role in it.

### **3.5.3. Teacher training and development**

The teachers might have to apply different types of technique, principals and methods from the traditional approaches they used to adopt in order to implement a new curriculum in the classroom. Therefore, it is essential for the teachers to participate in the teachers' training and development programme to implement a new curriculum. Carless (1999: 23) claims that all the teachers should achieve the essential knowledge and skills for the new teaching method if it is different from the existing one. Malderez & Wedell (2007) also argue that the teachers' effective teaching is very important for effective curriculum and policy implementation which could be ensured through the teacher training and development programmes.

If the teachers are not trained to implement a curriculum, they might revert to their traditional teaching practices and the implementation process might be affected. Adey & Hewitt (2004: 156) claim that even short sessions to equip the teachers with necessary attitudes, knowledge and skills are not enough to implement a curriculum successfully. Similarly, Carless (1999:23) explains that if the teachers are not trained to implement a new curriculum, they might be enthusiastic initially to the new curriculum but later they might be frustrated by unexpected problems and might turn their interest against the implementation.

Therefore, it might be argued that the teachers are to encounter different types of obstacles to implement a curriculum without participating in the training and development programmes. However, many training programmes do not consider the potential obstacles that the teachers might face to implement the principles of a curriculum. Shamim (1996: 120) argues that the experts should focus on the hidden barriers of the teachers and potential obstacles that they might encounter in their teaching context to implement a curriculum. This might help the teachers to be aware of the potential conflict and enable them to develop tactics and strategies to handle anticipated problems in the classrooms. Therefore, the essential part of the training programmes might be to focus on the teaching practice, what obstacles the teachers might face and how they could solve the problems.

#### **3.5.4. The socio-cultural context**

The educational implementation does not take place just by the interaction of teachers and learners but the process might be adopted through social and cultural norms within the context (Tudor, 2001; Tudor, 2003). Morris (1996: 120) stressed the socio-cultural context and claimed that the curriculum implementation might not be possible if the context is not taken into consideration to implement the new curriculum in the place of traditional one. Locastro (2001: 495) also argues that classroom activities are based on social constructions where dimensions of local and national educational philosophy, socio-cultural expectations, beliefs and values could be met by the interactions of the learners and teachers. Similarly, Tudor (2001: 35) highlights the importance of social context and claims that the classroom represents the social picture and the activities influenced by the social beliefs and the norms of the society. Therefore, it might be argued that social context might be very influential for

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the teachers' activities in the classroom to implement a new curriculum. If the planners do not consider the social context to implement a new curriculum, this might have a negative impact on teachers practice in the classroom.

Shamim (1996), in her study “ a process approach to English writing classes in Pakistan” found that the implementation of the new curriculum could not be successful because of the cultural conflict with the classroom practice in Pakistani education system. She suggests that the planners should consider the following conditions to implement a new curriculum. They are:

1. The implementation process should be congruent with the ways of thinking and the cultural interaction of the community.
2. The implementation process will not be limited to the teachers only. It needs to be accepted by the learners, guardians and communities of the target culture.
3. If the implementation process creates conflicts with the traditional education system of the country, it should be adapted in a local culture in a pilot scheme to be implemented successfully.

Therefore, the planners and curriculum designers need to consider the social context before presenting a curriculum. Then it will be helpful for the teachers to implement the new curriculum successfully and the learners and local community will accept the curriculum for classroom activities.

### **3.5.5. Practicality:**

Doyle & Ponder (1977) argued that teachers' perception of practicality regarding adaptation brings strong influence on their willingness to implement a curriculum. They identified three criteria to decide whether the implementation will be regarded as practical or not to the teachers. They are:

- a. “Congruence- between a) the procedures contained in the change proposal and the way the teacher normally conducts classroom activities, b) the setting in which it is



to be implemented and c) the role demanded of the teacher by the implementation and a teacher's self-image

- b. instrumentality - the changed proposal should describe the implementation procedure in terms which depict classroom contingencies
- c. cost - the ratio between the effort required to implement the curriculum and the benefit that may be realised" (Carless 2001: 34).

According to the notion of congruence, there should not be radical change in a new curriculum implementation, otherwise, that will be regarded as impractical to the teachers and not respectful to their objective merits. White, Martin, Stimson & Hodge (1991) also argued in respect to congruence and mentioned that the curriculum implementation process should be fit into the existing school system to be practical.

### **3.5.6. Ownership**

Ownership might have a strong influence on the teachers to implement the curriculum in the classroom (Everard & Morris 1996). Kennedy (1988) explains ownership as a degree to which the implementation process belongs to the teachers. In the case of implementation, the teachers should feel the ownership of a curriculum that they need to develop and plan for the implementation process. However, emotional conflicts might arise among the teachers when they will be asked to abandon their long time practise activities in the classroom and will be advised to follow a new method to implement the new curriculum in the classroom (Marris 1993). On the other hand, if the teachers get the ownership to plan and develop the curriculum, they can make decisions and take responsibilities to implement the new curriculum and the implementation process might be highly successful (Healey & de Stefano 1997).

The factor that influences the ownership in an educational system is top-down or bottom-up approach, in other words a centralised or decentralised system in education. In a centralised system, (such as in China and Hong Kong) the ownership of the educational system belongs to the higher educational authorities of a country and the teachers are to follow the instructions made by the central authorities. In this case, the teachers might have very little chance to plan, develop or change anything in the implementation process to

implement the curriculum in the classroom. On the other hand, in a decentralised system (such as in UK, USA and Canada) the ownership of the curriculum belongs to either local council, educational institutions or to the teachers. In this system, the teachers might have the responsibilities to plan and develop the curriculum of any institution according to the local needs and expectations. The teachers might also identify the needs and difficulties of the learners in the current curriculum and inform the higher authorities how it could be improved for the learners. The implementation might be more successful in the bottom-up educational system but the teachers will have to be supported by the institutions and local council to remove extra pressure from them. From the discussion in the Bangladesh context, it appears that the centralised system instructs the teachers to implement the curriculum in secondary education and the ownership belongs to the higher authorities of the Educational Ministry.

### **3.5.7. Resources**

The resources are very important for successful curriculum implementation. The curriculum development might be dependent on the availability of the resources such as material, human and finance (Everard & Morris 1996). Among these three, teaching materials are generally accepted as a crucial resource for curriculum implementation and development (Carless 2001). Similarly, Fullan & Miles (1992) argues that the implementation process needs additional resources such as new materials, substitutes, training, new space and time to adopt a new curriculum. Therefore, teachers might expect materials to increase the practicality of any educational implementation process. If the teachers do not get enough materials from the Ministry of Education, local government and institutions, they might struggle with a new curriculum.

### **3.6. Problems in implementing a curriculum**

Problems might come both from the implementation process and from such as planners and policy makers. Researchers (Fullan 1991; Morris 1996; Wise 1977) focused on the problems related to policy makers, their consideration of external and internal context, their planning and the strategies they adopt:

1. The policy makers' assumptions might be hyper-rational. From this notion, the policy-makers might change a curriculum without any fundamental research and the change of expectation might not be practical.
2. The planning for implementation is an innovation process. An impractical or rational planning may not achieve the goal if it is considered as unattainable.
3. The participants and the environment might be different in every case. Therefore, one implementation process might be successful in one context and fail in the other.
4. If the strategies for curriculum implementation are not appropriate, negative or unexpected changes might be achieved.

These four issues should be considered by the planners to bring any change in a curriculum to implement it without any problem.

Therefore, all the expected staff should participate in the development process and own the curriculum in order to implement it successfully. The implementation might be possible with the joint efforts of all the parties such as adopters and planners. The adopters, such as teachers and learners will be in the classroom for practice activities for the final stage of implementation. However, the planners need to be responsible and help the adopters or implementers for successful implementation presenting a clear idea and providing all the necessary supports. Markee (1997) argued that planners should mention a clear idea of change and explain the role of the owners of curriculum. In order to clarify the role of the owners, Markee (1997: 149 - 176) suggested the following roles:

1. Identify the potential problem of a curriculum
2. Discuss with adopters to identify solutions
3. Explain the misunderstandings
5. Solicit suggestions for development
4. Modify the solutions on the basis of adopters' feedback
5. Provide necessary resources for the development
6. Adopt the solutions through pilot project
7. Evaluate the solutions after gathering enough experience

If the planners do not consider and play these roles to implement a curriculum, the teachers might have to confront difficulties and fail to implement the curriculum successfully. The problem might not arise only from the planners, it might come from adopters and others

those who are involved in the implementation process. Now I will focus on the problems related to adopters and others.

### **3.7. Problems related to adopters such as teachers and learners**

Implementation is a complicated process and it might take a longer time because of the adopters as they might be influenced by their own personalities and previous experiences. Markee (1997) claims that when the planners consider about the implementation of a new curriculum they need to be careful whether the adopters will accept or reject the curriculum being influenced by previous experience, personalities and various kind of attributes such as form, relative advantage, explicitness and complexity.

Therefore, the management or planners will have to ensure the following tasks and duties that the adopters might expect to implement a curriculum:

1. Taking all the initiatives and responsibilities to present a clear picture about the role of the adopters for the new curriculum.
2. Ensuring the organisational arrangements to make the adopters compatible for the implementation process
3. Ensuring all the required resources for the implementation.
4. Ensuring enough support and respecting the willingness of the adopters for their implementation efforts. (Gross, Giacuinta and Bernstein 1971: 210 – 211).

Teachers may have to confront the problems of confusion, loss of confidence, threat of backlash and extra workload to implement a curriculum (Nisbet 1975). White (1988) also indicated some difficulties that the teachers may encounter to implement a curriculum. For example, the implementation process might change teachers' practice and attitudes. It may also increase workloads of teachers. This workload might come through different stages – preparing for change through in-service training courses, in lesson planning, adopting new techniques in the classroom and marking tests, assignments and questionnaires. Besides, the implementation process might take extra time and funds for new materials and equipment. Finally, in the evaluation process, it might be obligatory to demonstrate the improvement. Such evaluation may raise the issues of accountability. These difficulties

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might happen between the teachers who will implement the curriculum in the classroom and the implementation process. Besides, the relationship between the administrators and the teachers or adopters might also create problems to implement a curriculum.

### **3.8. Studies on Curriculum Implementation in EFL:**

This section presents some studies on curriculum implementation in an EFL context in order to make the study understandable having some knowledge of the variety of contextual backgrounds; degrees of implementation; strategies applied for innovation; depth of insights and potential relevance for this research.

#### **3.8.1. Communicative EFL in Greece**

This case is presented for discussion as it shares similar characteristics of language teaching to Bangladesh and highlights some typical problems that language teachers face to implement a curriculum. The first relevant characteristic of this case is that it presented a curriculum implementation at a secondary school. The second most important thing is that the study is concerned with the promotion of a communicative approach. Thirdly, there are some similar contextual factors in language teaching both in Greece and Bangladesh, such as both are exam-oriented and teacher-centred.

The study of Karavas (1993) and the reports of Karavas-Doukas (1995, 1996, 1998) investigated the curriculum implementation in Greek public secondary schools. The implementation took place to replace the previous materials from American and British sources. The new curriculum was developed along with R, D and DI lines and they were linked to the newly produced local textbooks. It was expected that the teachers' role will be changed from teacher-centred transmission towards a role of facilitator to implement the newly produced curriculum. It was also intended that the implementation of the new curriculum will encourage learner-centred teaching and experiential learning.

The report of Karavas-Doukas (1996) explained that one of the important aspects of the research was classroom observation. The observation mainly focused on the roles of teachers that they performed in the classroom and it was the key factor for the implementation of the new curriculum. The research design also includes interviews and

questionnaires as well. Teachers' reactions towards the implementation of the curriculum and their beliefs about classroom behaviour are elicited through interviews and questionnaires.

The result of Karavas' classroom observations found that the teachers do not implement the intended curriculum (communicative approach) rather they follow the methods of the old curriculum such as audio-lingual and grammar-based language teaching. The teachers viewed that their existing teaching styles do not match the implementation of the new curriculum and it is a fundamental change. They tended to teach in the communicative language classroom through grammar practice and reading comprehension exercises as they are their preferred teaching approaches. Therefore, it is apparent that the intention of innovation and the adaptation was not mutual.

The findings of Karavas-Doukas also found that teachers' understanding of the new approach was limited. It was due to the lack of teachers' training to prepare them according to the requirements and demands of new curriculum and the failure to support the teacher to implement the new textbooks. Moreover, there was lack of resources and the teachers' attitude was negative. The reasons for the teachers' negative attitude towards the new curriculum are as follows- firstly, the incompatibility between their existing approaches and the new textbooks as well as personal beliefs. Secondly, the teachers were not happy for the extra workload for using the new textbook as they were not familiar and trained for it. Therefore, the overall outcome of the implementation was not successful.

Although the curriculum was not implemented successfully in terms of the fidelity perspective, Karavas-Doukas (1998) reported that the majority of the instructors believed that they carried out the implementation process. Karavas-Doukas (1995) identified two main factors for non-implementation of the curriculum. Firstly, although the new textbooks were prepared by the local curriculum developers, they did not take the local educational context into their consideration. There was mismatch between the teacher-centred grammar-based pedagogy favoured by the teachers and the communicative ideas in the proposed curriculum. The second factor was the poor communication channels for implementation of the curriculum. Karavas-Doukas (1995) interprets that there was lack of communication between different parties, such as, teachers, advisers, curriculum developers and teacher trainers. The teachers also did not get enough support for

implementing the new curriculum. Therefore, the teachers were not able to cope with the demand for implementing the innovation process and it was unsuccessful at the time of Karavas' study.

### **3.8.2. Curriculum Implementation in China:**

This study has been chosen for discussion in this section as it has the similar context of English language teaching in an Asian country. Besides, the study is also based on a new curriculum implementation process like this research in Bangladesh. The study explains that the policy makers presented a new curriculum to the teachers to implement in the classroom although they were not trained for it. Similarly, the teachers of this study were not trained to implement the curriculum in the classroom. Therefore, this study has a similar context to my research project and this discussion might help the readers to understand the current study. The study is discussed below:

The study of Li (2010) investigated curriculum implementation in a specific university in China. The researcher expected to know how the reform was initiated in National English Teaching at university level in China. The researcher explains that the policy makers presented a new curriculum in China in 2003 and claimed that the new English language teaching system was a combination of learner self-access learning and classroom teaching through the Campus-Wide Information System. The policy makers also argue that this Reform will develop learners' all-round ability in speaking and listening. In order to collect data of this study, the researcher used a mixed method (qualitative and quantitative) and gathered information through document review, questionnaires, observations and interviews. The result of the study shows that the implementation was not successful in the universities as the teachers make a link between self-access learning and classroom instruction. The teachers also had difficulties to cope with the technology to implement the curriculum. Besides, the planners presented four series of English Listening Comprehension textbooks for the implementation purposes and they were recommended by the Ministry of Education as well. However, the researched university did not use the same materials for the implementation purposes and used different textbooks as they were more suitable for the learners.

### **3.8.3. Curriculum implementation in Hong Kong:**

This study has been taken for discussion for few reasons. First of all, Carless (2001) investigated the curriculum implementation in an Asian country that has a similar teaching context. Besides, the researcher collected the data through observation and interviews for this project that I also did for my study. Therefore, this study has a similar background and might be helpful to understand my research.

The study of Carless (2001) investigated Target-Oriented Curriculum Implementation in the primary schools in Hong Kong. According to the researchers, the Target-Oriented curriculum was introduced in Hong Kong in 1995 and the process was ongoing.

The researcher followed a case study approach to understand teachers' behaviours and perceptions towards the curriculum. The study collected data through interviews and classroom observation. Initially the researcher observed five to six classes of three teachers and later he took interviews with them. In order to analyse the data of the study, the researcher used a mixed method (qualitative and quantitative) to achieve the result of the research.

The result of the study found that Teacher A had a positive belief and attitude towards Target-Oriented Curriculum and successfully implemented the principles of the curriculum. Teacher B had a neutral attitude towards the curriculum but was as successful as Teacher B to implement the curriculum as he was still developing his understanding in the curriculum. The attitude of teacher C was very positive towards the curriculum but was able to implement it to the level of Teacher B. The researcher finally concludes that the level of teachers' classroom implementation depend on the cultural appropriateness of teachers' belief and attitude towards the Target-Oriented Curriculum for the Hong Kong context.

### **3.8.4. Curriculum implementation in Libya:**

I choose this study for discussion for three reasons. Firstly, this research is also based on teachers' practice in relation to curriculum implementation in EFL context like my research. Then it also applied a qualitative research method to data collection and analysis like my



Investigation into teachers' practice in relation to curriculum implementation in ELT in Bangladesh.

project. Finally, the research investigates the influence of contextual factors that I also did for my research. Therefore, this discussion might help to understand my research project.

The study of Orafi (2008) investigated the curriculum implementation system of Libya and teachers' actual classroom practice in English language teaching. The researcher examines five English language teachers' classroom implementation in Libyan secondary schools and compares their activities to what is recommended by the curriculum. The study also highlights how other contextual factors and teachers' beliefs influence the teachers to implement the curriculum.

The researcher used a qualitative research design to focus on these issues. Then, the researcher observed the classroom and took interviews to collect data for analysis. The result of the study explains what the teachers do to implement the curriculum and how the other issues influence the teachers to practice. The result also shows that the textbooks are part of the Libyan curriculum implementation but teachers' beliefs and other contextual factors affect how textbooks are implemented according to the principles of the curriculum.

### **3.8.5. Curriculum Implementation in Taiwan**

I choose this study for discussion for a few reasons. Firstly, this study has been conducted in a similar cultural context for English language teaching. Secondly, the government of Taiwan presented a new book for English language teachers to implement communicative language teaching curriculum in the classroom. Thirdly, the participants were used to teaching grammar translation method like Bangladeshi teachers and had been instructed to implement a communicative language teaching approach in the classroom without training. Therefore, as the study has some similarity to this research, the discussion will help the readers to understand the present study.

The study of Wang (2002) investigated the perceptions of teachers about their practice to implement a communicative curriculum. The researcher took six participants for his study. In this research Wang aimed to explore teachers' perception about the implementation process and teachers' activities in the classroom for a communicative curriculum. The

Investigation into teachers' practice in relation to curriculum implementation in ELT in Bangladesh.

researcher also intended to investigate if anything affects the teachers to implement the new curriculum.

The researcher applied qualitative research method to explore the result of the study. Therefore, he took interviews with six teachers to know their perception about the implementation of communicative curriculum. The result of the study reveals that the participants of the research explained that it was impossible for them to implement the communicative curriculum as all the high schools are grammar oriented. The teachers do not implement the communicative curriculum because of the different expectation between the government and the schools.

### **3.8.6. Curriculum implementation in Japan**

This study has been discussed for few reasons. Firstly, although the present research topic is focused on curriculum implementation, it is related to the educational policy of Bangladesh. Therefore, this study might help the readers to understand the impact of educational policy on curriculum implementation. Secondly, the educational policy of Japan focused on learners' development on communicative skills like the educational policy of Bangladesh. Finally, the result is similar to the present research on teachers' practices in the classroom. Therefore, this study will help to predict how the educational policy might influence the teachers to practice in the classroom.

Gorsuch (2000) conducted a study in Japan to know the perception of teachers about the impact of English education policy in their teaching practices in the classroom. Therefore, the researcher chose 876 teachers as participants for the research. The researcher of this study aimed to investigate the influence of educational policy and suggest further action for policy development for teachers' classroom practice.

The researcher applied a questionnaire survey to collect data for this research. Therefore, he sent the questionnaire to 876 High school teachers of English language. The result of the study reveals that the educational policy of Japan emphasised learners' development on communicative skills in the target language. Therefore, the teachers need to make the classroom learner-centred from the teacher-centred classroom. However, the teachers did not focus on the educational policy and there was a mismatch between the teaching policy and implementation in the classroom.

### **3.8.7. Nunan's study in Asian countries**

There were few reasons to discuss this study here. Firstly, it presents the educational policies of Asian countries and curriculum implementation process. Secondly, the participants of the research were not congruent with the educational policies to implement the curriculum in the classroom. Finally, the result of this study will present the mismatch of education policy and implementation process of Asian countries. Therefore, this study will help the reader to assure the result of the present research.

Nunan (2003) conducted a multiple study in Vietnam, China, Taiwan, Malaysia and Hong Kong to know the effects of English as a global language. The researcher took 68 participants to collect data for his research. Additionally, he went through educational documents of the countries. The researcher aimed to explore the connection between the educational policy and implementation process in the classroom in those countries.

The researcher applied mixed method to collect data for this research. Therefore, he completed document analysis of those countries first. Then, he took interviews of 68 teachers. The result of the study explored how the educational policy and curriculum implementation is not similar in those countries to teach English. As a result, the teachers' practices are not congruent with the educational policies of those countries to implement English language teaching curriculum in the classroom.

## **Chapter Four**

### **Research Methodology**

This chapter addresses the methodology that is adopted for this research. Firstly, the methods which have been applied - then the research questions for data collection and analysis of the study. Then it highlights how the fieldwork process is enacted, followed by the description of the participants, data collection procedures and analysis.

#### **4.1. Research methods:**

Qualitative research methods are used in this study in order to collect data. Researchers (e.g. Bryman 2001, 2004; Cohen et al 2000, 2007; Bogdan & Biklen 1998) claim that qualitative research might be followed for many reasons. For example, the researchers might immerse themselves in the natural settings of the people and might focus on the views of people and their interactions and interpretations. The researcher can also be sensitive to the context in qualitative research. In this study, the researcher wanted to be context sensitive and focused on the teachers' views and interactions. As a result, the researcher applied an interpretive paradigm for this qualitative research to collect and analyse data. The researcher used an interpretive paradigm as it might enable him to establish a relationship with the participants. Then, it provided an opportunity to study teachers' activities in the classroom. It also allowed the researcher to be flexible to use different strategies and enabled him to understand the teachers' perspectives behind their action. As the researcher observed the teachers' activities in a natural setting (in the classrooms of a rural area) and later focused on the views of the teachers on their activities, qualitative research approach was suitable to collect and analyse data. In addition, an interpretive paradigm allowed the researcher to establish a relationship with the teachers and enabled him to understand their activities in depth through interviews in a way that was not possible to identify in the observation. Therefore, interpretive paradigm is appropriate for this research to collect and analyse data.

Although I visited 16 schools and five colleges and finally chose five teachers as the participants of my research, they do not represent themselves for a particular rural area

only. I chose the participants of the research on the basis of their experience in English language teaching and their interest in my research. Additionally, I considered about the distance and communication from my residence to the institutions of the participants. I decided to choose 'Babu' because of his interest in my research. Then I selected 'Amin' and 'Evan' because of my easier communication with them. I took the other two participants on the basis of their experience in English language teaching. However, the practice of teachers from urban and other rural areas might be different and adhere to the principles of the communicative curriculum. For example, in my earlier study in the capital I found that the teachers have positive attitude towards communicative language teaching and their classroom activities are relevant to the principles of the communicative curriculum. Additionally, although I observed more than twenty teachers' classrooms before the commencement of the fieldwork and I identified that the classroom activities of the teachers of the rural area were similar in response to the principles of the communicative curriculum, it was important not to use the term 'typical' when referring to teachers' practice. 'Typical' has negative connotations.

I proceed through four stages to analyse all the data of the study. The stages are coding, concepts, categories and theory. First, I identified the key points of the data. Then, I collected the codes of similar content which allow the data to be grouped. Finally, I gather similar concepts into categories for analysis.

In this study I collect data simultaneously through field notes, interviews, observation and conversations with learners and teachers. I use these different approaches simultaneously as they might help to present improved accuracy in findings, a fuller and more complete picture of the thing that could be studied and compensating strengths and weaknesses of the findings (Bryman 2006, Greene *et al.* 1989, Rocco *et al* 2003).

Firstly, I conducted observation for this research to collect data since observation would provide contextual information to inform the other data collection methods: interview, expert group meeting and conversation with teachers and learners. In addition, the observation would allow the identification of gaps in the activities of the participants in the interviews for in-depth understanding. Furthermore, the observation might enable the researcher to understand how the participants communicate, interact, spend their time on various activities and might provide an opportunity to observe the situations that could not be explored through interviews only (Schmuck 1997). Besides, the observation is used to increase the validity of a study as it could lead to a better understanding of the phenomenon and context of the study (Dewalt and Dewalt 2002). Bernard (1994) found five

reasons to have observation for a research to increase the validity of the study as it helps to collect various types of data, reduces the reactivity of the participants, helps the researcher to develop questions, provides a better understanding about the target culture and is sometimes the only way for collecting appropriate data. Therefore, various types of data were collected to avoid different types of reactivity from the participants. For this reason I conducted some classroom observations to explore the practices of the teachers and then investigated the other factors which might affect them in their teaching the prescribed syllabus to implement the communicative curriculum.

I took interviews with some teachers on the basis of the required information I needed to answer the research questions. In addition, I asked open-ended questions to the participants and to allow maximum flexibility to follow the interviewee in unpredictable directions with only minimal interference from the researcher. The intention was to create a relaxed atmosphere in which the respondent may reveal more than he/she would in formal contexts, with the interviewer assuming a listening role. I followed semi-structured interviews after observation which is discussed in the section 4.13.

## **4.2. Research questions**

In qualitative research, the researchers usually take the existing literature as the background in order to begin their research in the ways where they can focus on the current debate (Mason 2002). As I already presented, the literature of this study focused on the teachers' practice in relation to the principles of the curriculum implementation in the secondary education in Bangladesh. The study also discusses the other influential factors that might affect how teachers implement the curriculum in the classroom.

The teachers were provided 3-5 short brief sessions with the expectation that these would make the teachers capable to implement the curriculum effectively. However, the brief sessions were not enough to explain how the teachers should teach in the classroom and how other contextual factors might influence the teachers in their activities. Therefore, these issues should be focused through the research questions. The research questions of this study are:

1. What classroom activities characterize the work of Bangladeshi English teachers at secondary school?
2. To what extent are the English teachers' classroom activities congruent with the recommended activities in the curriculum in Bangladesh?
3. Where teachers' classroom activities and curriculum principles are not congruent what other factors might influence these differences?

### **4.3. Site selection**

A qualitative researcher should consider some conditions for an ideal research site such as it being easily accessible, offering a high probability of interactions, people and a rich mix of processes (Marshall and Rossman 1999: 69). Moreover, the researcher should achieve a very good relationship of trust with the participants and assure data quality and credibility of the research. I took these conditions into consideration when conducting this research and chose to conduct my research in a familiar rural area named as Jannat (pseudonym). First of all, I chose this area as it is familiar. Secondly, I grew up in this area and I studied there in my childhood and still I have very good communication with each and every secondary school and college of this area. Thirdly, I have established a very good relationship with the Head teachers, teachers, Principals, professors and lecturers of every school and college.

### **4.4. Contacting Potential Gatekeepers**

It is important that a researcher has identified and takes permission from important officials and figures if it is needed (Cohen et al. 2007). The researcher should also clarify the scope and nature of his research through letter or telephonic conversation before meeting those important figures and officials. Therefore, the researcher should present the aim of the research, its potential contribution, research design and ways of collecting data to them. If the researcher might be able to clarify these issues, his position might be strong to discuss the proposed plan and he may be able to gain acceptance, permission and support easily (Cohen et al. 2007: 56)

Although my research is related to curriculum implementation and the top official authority is the Ministry of Education in Bangladesh, I did not have to take any permission from the

officials of the Ministry as they do not control the educational institutes directly or physically. The Ministry of Education appoints the Head of each Thanna (ie. a sub-district administrative unit) to monitor the educational institutes of that area. Thanna Nirbahi Officer (TNO) is the president of managing committee of each school and college of the Thanna. Therefore, I had to take permission of Thanna Nirbahi Officer and present the aim of the research, potential contribution of the study and where and how I will collect data.

In December 2013 I sent a letter to TNO to get permission to visit the secondary schools in Jannat Thanna. I explained the aims, objectives and contribution of my research and where and how I will collect data for my research through the letter. The TNO went through the aims and objectives of the research and approved me for fieldwork.

I went to Bangladesh in January 2014 for fieldwork. During the first few days I went to meet the Head teachers of the secondary schools to have their permission to conduct my research. I showed them the approval of TNO for my fieldwork and explained to them what I will do and how I will run my project. I also provided them a letter for approval to visit the classroom and have interviews of the English language teachers. When I explained my aims, objectives and contribution for the research and how they might be benefited from my research, they approved the fieldwork. Besides, the majority of the Head teachers were familiar to me and they were happy to see me to run the project in that area. Furthermore, when the Head teachers approved me to run my project, they introduced me to the English language teachers and requested them to support me to complete my study. I then provided a letter to the English language teachers to have their approval to collect data from their classroom activities. Before the observation I took pre-observation interviews and invited them to attend for interviews after observation. The English language teachers informed me that they did not find any research on the present curriculum and they would be happy to participate in my research project as they believed that my research might help the curriculum designers to identify what they should do before presenting a curriculum and they might take necessary steps to improve the curriculum after this research.

#### **4.5. The pilot study**

I planned to have a pilot study arranged before I went to Bangladesh. I decided to have a trial for the main study to collect data for my research. I chose a school of the same area of



my fieldwork. The institute is a High school and it follows the same curriculum like the other schools of the country. The institute has only two English teachers to teach the compulsory English course for around 400 students. These two teachers teach around 150 secondary level students for their compulsory English course. One of the teachers has been teaching English for two years and the other one has 34 years of English teaching experience. The learners are from the local areas and the fund for this compulsory English course comes from both the government and the school's yearly income.

The lessons of this school are normally held between 10 AM to 4 PM. However, the English classes are held at the beginning between 10 AM to 12 PM as the learners might be more motivated and could be able to concentrate physically and mentally in the morning. I decided to conduct the pilot study in this school as I studied there and all the teachers are familiar to me.

In early January 2014, I called the Head teacher to have an official appointment for my fieldwork permission. He invited me to his office for discussion and promised me to introduce the English teachers. Next week I went to his office and explained the aims, objectives and way of data collection to him. He was happy to know the aims and objectives of my research and approved me for both pilot study and main study. Then, he called the English teachers to his office and introduced me. He advised them to provide me with any type of support for my fieldwork. I then explained my research purposes to the English teachers and informed them I will observe the classroom first and then have interviews with them. They agreed and the following week I conducted the pilot study.

I observed two classes of two teachers and each class was held around 50 minutes. I used a camera, audio recorder and paper note to write. I kept one recorder by the side of the teacher and other one by the middle of the classroom on a bench. I was sitting at the back side of the classroom and noting the activities of the teacher and the students from the beginning till the end of the class. After the observation, the data of the audio recorder was transferred to my laptop and I transcribed one of the classroom observations. After reading the transcription I decided how I would conduct the interviews and I set up the questions for the teachers and took interviews with those two teachers. The pilot study helped me to check the quality of the audio recording, how I should observe and enhanced my knowledge about the interview questions. Through the observation I found that the teachers do not follow the prescribed syllabus as instructed to implement the curriculum. On the basis of

observation data, I set up the interview questions. The interview data reports that the teachers are influenced by other factors in deciding on their activities in the classroom.

#### **4.6. Participant selection**

A good informant should have experience and understanding regarding the information that the researcher might need in the observation and interviews of a study and interested to participate and reflect on the research (Morse 1991). Glesne (1999) argues that a qualitative researcher does not provide generalised ideas and also does not depend on a large population for random sampling but selects the cases purposefully. Patton (2002) claims that the purposeful sampling normally deals with information rich cases for in-depth research and these cases focus on the issues of central importance for inquiry purposes.

In this study, I used purposeful sampling. This sampling is familiar as judgment sampling or purposive. Bernard (2000) explains that in purposeful sampling a researcher decides what information he will gather from the informant and he will also work for that. Therefore, the researcher might select the informants on the basis of a number of criteria that he might expect to be helpful for the research (Burgess 1984).

The criteria I considered for selecting participants is the willingness of the teachers to participate in my study first. Then, I selected those teachers who have experience of teaching the new curriculum at secondary level. I thought that the experienced teachers on curriculum might have understanding about the influential factors that affect them to teach in the classroom. Besides I felt that the experienced teachers might indicate how the curriculum is being implemented according to plan. Furthermore, if the experienced teachers teach differently than the planned implementation process they might be able to identify and focus easily in the interviews. Finally, the teachers of rural areas are not accustomed to be observed in the classroom and not even have any chance to participate in the interviews; the new teachers might be hesitant and unconfident to be observed by someone and reluctant to participate in the interviews. Therefore, I felt if I chose experienced teachers in this curriculum they might not be hesitant and would provide enough information for my study.

#### **4.7. Identifying participants**

I went to the rural areas of Jannat (pseudonym) in Bangladesh in January 2014 for my fieldwork. After taking permission from the TNO and conducting the pilot study, I began to identify the participants for my research. As the curriculum of secondary and higher secondary level is almost similar, I could not decide first who would be the participants for my research. Then I decided that I would go to both High schools and colleges to find participants for my research. I went to five colleges and sixteen High schools within one week to meet principals, head teachers and teachers. The head teachers and principals were approachable and helped to introduce me to the teachers and advised the teachers to support my fieldwork. After being introduced to the teachers I felt that the high school teachers are more interested to participate in my fieldwork than the college teachers.

Because of technological problems in the rural areas, the majority of the teachers do not use email address and there is no link to get their postal address. Therefore, I had to go to schools in person to distribute letters and explain to the teachers about the aims, objectives and contribution of my study to invite them for participation. Many teachers were interested to participate but I chose five of them as it was easy for me to visit their schools and they were more generous than others to provide information for my research.

In the last week of January 2014 I visited the BL (pseudonym) secondary school. Although I conducted the pilot study in this school, I chose two teachers of this school as participants of my research. The names of the teachers are Amin and Evan (pseudonyms). The observations of the fieldwork continued in this school until the second week of February 2014.

In the last week of January, I contacted the Head teacher of Jahan (pseudonym) secondary school over the phone. I met him and explained the reason of my fieldwork. He is very understanding and knowledgeable about the present curriculum. He was happy to allow me to observe his classroom and gave me the class schedule for third week of February 2014. His name is Babu (pseudonym).

Within the first two weeks of February 2014, I contacted the other two participants of two schools at the same place. The names of the teachers are Bijoy and Milon (pseudonyms). Bijoy is the teacher of Pur (pseudonym) secondary school and Milon from Upo (pseudonym) secondary school. First I went to the Pur school to meet the Head teacher and the participant.

Finally, I went to meet Milon at Upo secondary school. I did not have to take permission from the head teacher for fieldwork as Milon was the Assistant Head teacher and familiar to me from my boyhood. At the same time, I took the class schedule from Milon for the first week of March 2014 for classroom observation. Milon was the most helpful participator that he provided me free textbooks and a copy of current curriculum from his office which are used in the classroom for curriculum implementation.

#### **4.8. Ethical considerations:**

The researcher should guarantee anonymity and confidentiality to all the participants in the interview (Cohen et al 2000: 142). In addition, the researcher should not express the name of the institution of the participants in the interview to protect them from any negative impact.

Creswell (2003) explains that the researchers should assure the participants that the study will not harm their career. Therefore, the researcher sought the consent of the participants and explained to them the purpose of this study. The researcher also provided appropriate information about the study and assured the participants about not to being biased in presenting the data of the research. What is more, the researcher recorded the interviews and sought the consent of the participants for that.

The researcher followed De Montfort University's ethical guidelines by seeking approval through the Human Research Ethics process. Though this research involved others' teaching practices, the researcher assured the participants that the study would not affect the interest and right of the teachers and learners through the explanation on the cover letter that the data would be used only for the research purposes rather than presenting anywhere else. As the researcher gathered information through interview and observation, the researcher explained the research process and applied for approval to the faculty. Moreover, the researcher attached a cover letter with a full explanation, which was sent to the principals of the schools and colleges for permission to conduct interviews and observations, with the application to the De Montfort University approval committee.

According to the guidelines of BERA (British Educational Research Association), researchers have responsibilities to participants, sponsors, the community of educational researchers, educational professionals, policy makers and the general public in order to collect and present data. BERA guidelines (2011) highlight that the researcher has to take voluntary consent from the participant, disclose the reason of research and provide the right of withdrawal from participation. The researcher sought the consent of the participants, explained the reasons for the research and gave the right of withdrawal through cover letter. Finally, BERA guidelines also mention that the researcher will have to make sure that the research will not affect the career of any educational professional and general public. The researcher of this study assured the participants that the data of this study would not be delivered to anywhere else and the research would not affect their career.

#### **4.9. Data collection and analysis**

I have chosen qualitative research methods to collect data as the data might be analysed easily through observation and interview reports and the researcher can collect and present the data exactly that he found in the research process. As it is social research and the goal of this study is to present an interpretation of what is happening in the research field. Therefore, I decided to have pre-observation interviews, non structured observations and semi-structured interviews in order to collect data. The pre-observation interviews might help me to collect basic information about the participants and their experience in the curriculum. Then the non-structured-observation includes field notes and audio recording data of the teachers' activities (Borg 2006). The non-structured observation is followed in this study as it provides flexibility to gather information, record data and obtained very rich and clear explanation of the situation in the investigation (Cohen et al. 2007; Robson 2002). Finally, the semi-structured interviews (Dreyer 2003) focus on the general topics and the questions that encourage the interviewees to explain their experience in classroom activities related to the present curriculum. I decided to follow the semi-structured interview as it might help me to be flexible with the interviewees for their freedom in expression, enable me to develop good relation with the teachers and allow me to highlight unexpected issues and themes that might come out from the conversation of the interviews (Burns 2000; Cohen et al 2000; Flick 2002; Mason 2002).

#### **4.10. Pre-observation interviews**

I conducted introductory or pre-observation interviews with each and every participant of the research first before going to observe the classroom activities. I conducted the introductory interviews in order to achieve the background information of the teachers' education and experience as well as general opinion regarding the present curriculum. I took introductory interviews with them in the schools except Milon. I knew Milon personally and he was my teacher as well. I did not have to obtain background information of education and teaching experience from him as I knew about this. However, I asked him about the present curriculum to know his opinion. I took his introductory interview over the phone before I began my observation. I did not record the introductory interview of Milon as I conducted it over the phone. Although I knew Milon personally, I tried to be impartial to collect data and it did not affect neither data collection process nor the interpretation of the research. I recorded the interviews of others through a voice recorder. I informed the participants that I would record their interviews and asked their permission before recording.

#### **4.11. Classroom Observation**

I conducted the observation after the introductory interviews with each teacher for 6 days. The length of each classroom observation is between 45 to 50 minutes and the number of students in each classroom is between 50 to 70. I gathered the information of teachers' activities in the classroom while observing the lessons.

Amin was observed for the teaching lessons from seven to eight Unit of the textbook presented by the National Curriculum & Textbook Board as part of the current curriculum. Evan was teaching grammar only to implement the curriculum. Babu was teaching one and two units of the textbook while Bijoy was instructing for unit two and three and Milon was focusing on unit six and seven. I used audio-recorder while observing to remember the activities of the teachers and for accuracy with written notes.

Bogdan & Bilden (1998) recommend that the field notes include written expression that the researcher experiences, sees, hears and thinks while collecting the data for qualitative research. Like the other qualitative researchers (e.g. Khan 1999; Orafi 2008; Rahman 1999) I took field notes while observing the classrooms to complement the recorded data. The field

notes of my research include the description of the setting of each classroom, teachers' activities and their instructions that they were presenting to implement the curriculum and my feeling about their activities that was observed. The observational data was presented according to the activities of the teachers I observed and compared them with the principles of the curriculum.

The data of the observations was transcribed on the basis of the teachers' activities in the classroom. After the observation I provided a copy the transcribed lessons to the teachers to have their comment on them. They agreed and commented that the transcription is correct and presented the exact data of their classroom activities. While analysing the observation I first presented the practice activities of the teachers on each unit such as vocabulary, comprehension, reading, writing, speaking, listening, fill in the gap and grammar. Then I highlighted the episode of the teachers' work in each section. Finally I compared the teachers' activities in the classroom with the recommended activities in the classroom. The analysis of observational data presented questions and issues for follow-up interviews.

#### **4.12. My role as an observer**

The most important thing in research fieldwork observation is that how the researcher involves himself in the setting. If the observer or the researcher completely involve himself/herself in the settings he/she might be regarded as participant while the separation from the settings could consider him/her as spectator in the fieldwork (Patton 2002). However, the participation of the researcher might depend on the context, research questions and the theoretical approach of the researcher. My role was as an observer-as-participant in the classroom observations (Robson 2002). I did not participate in the activity in the lessons and I was known as a researcher to the participants. The aim of my observation was to see the activities of the teachers in the lessons and highlight the naturalistic settings of the classroom. Although my presence in the classroom affects the teachers in their activities I tried my best to let them realise that I am part of the classroom rather than a researcher as they were not confident enough to focus on their activities at the beginning before an expert.

#### **4.13. Semi-structured interviews**

The analysis of the observational data produced some issues, questions and ideas which have been discussed in the follow up semi-structured interviews. I focused on the main episodes of the teachers' lessons to know about the factors that influence them to do those activities in the classroom to implement the curriculum. I was inclined to focus them on what they did, why they did this, the aim of the actions and identified the factors that influence them to do those activities in the classroom through the interviews. The interviews helped me to understand the purpose of the teachers' activities in classroom that I observed.

I asked questions and listened carefully to the teachers in the interviews. I also used probes to have clear idea about any idea. I was probing the teachers to get the detail idea on any issues. The following question I used as a probe in the interview. I presented it here:

Milon: I could not speak in English because of the learners' problem.

Probe- what problem do you mean?

Milon: Well, the learners do not know how to speak in English. If I speak in English they will not be able to understand me and fail to response.

I expected to complete the interviews just after the observations but I could not. I went to Bangladesh just for two months in 2014 and it was not enough time for me to have permission, initial interviews, observation, and follow up interviews. I had to come back to UK on 2<sup>nd</sup> of March 2014 as I could not change the air ticket. Besides, I could not complete the analysis of the observation to be ready to have interviews. In February 2015 I went to Bangladesh again for interviews. As I took the contact number of all the participants while observing their classes, I called them and took appointment for interviews over the phone before going to Bangladesh. I asked them the questions that I obtained from the analysis of the observational data.

All the interviews were conducted in the schools. I carried out the interviews in the teachers' first language (Bangla) as they might be able to speak confidently and fluently without a language barrier (Rossman & Rallis 2003). Besides, both the teachers and I speak in the same language and we are used to speak in our first language on any issue. Therefore, if I would speak in English, they would hesitate and fail to express their opinion on the



questions regarding classroom activities. The interviews were recorded, then transcribed and finally translated into English before analysing the data. I did not focus on intonation, stress and pausing while transcribing the interviews rather highlighted on the content of the teachers' presentation in their response. I understand that the intonation, stress and pausing are important as they might present emotional feeling as well but the content was important to me then those as I was picking up contents only (Richards 2003; Dornyei 2007). Therefore, the transcription of the interviews might not capture some aspects of the teachers' interaction in the interviews. After the transcription the interviews were translated into English. Through the translation I wanted to represent the expression of teachers according to my best knowledge. After completing the translation I provided one Bangla version of transcription to one of my teacher at University to translate into English in order to check my English translation. I did not find any major difference between our translations in terms of the content.

#### **4.14. Coding interview data**

Marshall & Rossman (2006) explain that the researcher might be familiar with data through reading it many times. I went through the interview data several times to understand what the teachers wanted to say in response to my interview questions. Then I drew a framework in my mind (Appendix) through my research questions to develop the research analysis. I was focusing on the comments of the teachers' activities and the other factors which influence the teachers to implement the curriculum.

As I applied qualitative research methods for this study, I gathered the interviews' data first. Then, I coded the data manually. As the coded data were large in number, they were categorised according to the common expression of the teachers on a certain point. For example, the interview data revealed that the teachers need to focus on comprehension and engage the learners in writing for the exam system. As a result, all the comments regarding comprehension practices and learners' writing activities were categorised into the influence of the exam system for teachers' activities.

After collecting the data I organised them in a separate word file according to each category. For example, each teacher's data about teacher's belief related to curriculum was exported to a file with the name of the teacher, category and teacher's quotation about the category. Then I begin to read the categories of each teacher to find the link with other

categories how they are related to each other to implement the curriculum. Besides, the comments of the teachers on their activities were checked against the observational data to identify the congruence and incongruence in their activities and the presented activities in the curriculum. I acquired the information about the teachers' activities and the influential factors that underlie their practices in this way.

#### **4.15. Challenges of fieldwork**

This section presented the challenges and difficulties that the researcher had to overcome to collect data for this research in the fieldwork. Firstly, as I worked in a rural area in a third world country, I had to struggle for communication problems. There was no public transport to attend the observations and interviews. Therefore, I had to arrange private transport. However, I could not arrange a car as I did not find any fuel station near that area. As a result, I took a motor cycle from my uncle though I did not know how to drive it. As I was not able to drive the motor cycle I had to depend on other people who will go with me for everyday fieldwork. Secondly, I could not communicate with my supervisor for any advice or suggestion for fieldwork improvement as I did not get any internet connection in that area. Thirdly, the teachers and students were not ready how they will continue their daily activity before an observer. Normally the Educational Ministry or Board of Education sends inspectors to the schools to see the classroom and have information about the expectation of the teachers and students from the government for educational support. Therefore, as I explained to the teachers only about the aims and objectives of the research, I had to introduce myself before the learners on the first day of observation and interpret the reason of my fieldwork. Although I explained the reason of my fieldwork, the learners expected that I would instruct them for some lessons as I studied in an English speaking country and they might get some better idea about their curriculum from me. Fourth, the teachers were not comfortable to instruct by their usual way as they thought that I might not like the way they teach and I might be very knowledgeable. Besides, they thought if they make any mistake I might inform it to a higher authority. Therefore, I had inform the teachers every time that I was doing fieldwork only and I collected data only for my research and I will not pass the information anywhere which might affect their career. Finally, the teachers expected that as I was an education researcher from a British University and UK government used to finance for education in the poor area through some organisation, I might arrange

some funds for English educational improvement of the schools. Although I had to confront these types of challenges for the fieldwork, it did not affect my research as I was familiar with the context and I was ready for this situation.

As the research methodology has been presented in this chapter, the data of the fieldwork should be analysed in the following chapter. Therefore, the following chapter presents the analysis of the research data.

## **Chapter Five**

### **Analysis**

This chapter presented data analysis of the observations and interviews of this study. As it is social research and the researcher attempted to present a vivid picture of the research, an interpretive research paradigm has been applied for this research to collect and analyse the data. Researchers (e.g. Bryman 2001, Denzin 1989, Geertz 1973, Janesick 1994) advise qualitative researchers to use 'Thick description' in the analysis within a qualitative research paradigm. They argue that thick description of a qualitative analysis will present participants' experiences, uncover the meanings and feeling of their actions, and highlight beyond the surface phenomena of their interactions. The researcher provided a thick description for this analysis in order to present dense, deep and detailed accounts of problematic experience in the research. Additionally, the interpretive paradigm enabled the researcher to focus on the analysis factually as well as engaging in theoretical and analytical description in the analysis. In order to analyse the data of the research, the researcher applied an interpretive paradigm and presented factual, theoretical and analytical description in the analysis. As the researcher might be enabled to explain the analysis clearly, he used non-structured observation in this study as it provides flexibility to gather information, record data and present a very rich and clear explanation of the situation in the investigation (Cohen et al. 2007; Robson 2002). The researcher also used semi-structured interview as it enabled him to be flexible with the interviewees for their freedom in expression, enable to develop good relations with the teachers and allow him to highlight unexpected issues and themes that might come out from the conversation of the interviews (Burns 2000; Cohen et al 2000; Flick 2002; Mason 2002).

In the following sections, the data of the observations and interviews of the research are analysed following an interpretive research paradigm.

#### **5.1. Amin**

This section is focused on the activities of Amin in the classroom as the first participant of my research. He has been teaching at BL School as an English teacher for last three years. This is his first job as an English teacher. He has completed his undergraduate and Master's degree from a private University in Bangladesh. After his completion of Masters Degree he

started to teach in the school without any pre-service training and he did not have any in-service training as either.

Amin used to teach from class six to class ten students. I observed the classroom of class ten students and the total number of learners was 64. The age range of the learners is 14 to 15. The learners learn English as a compulsory course along with the other general courses. Amin has a table and chair in the front of the students and near the black board. The students were sitting on the low bench and kept their belongings on the high bench. There were two rows of benches facing to the board which are not moveable. The students share the benches and each of them is shared by five students. As the benches are large and not movable, Amin could engage the learners for pair work for communicative language teaching purposes but a group work arrangement was difficult to organise. Moreover, the movement of the large number of learners for communicative purposes within a short length classroom was not possible.

### **5.1.1. Amin's practices**

Amin was observed for his teaching activities that he used to do in the classroom following the text book "English for Today" presented by National Curriculum & Textbook Board to implement the curriculum. The book contains fourteen units and each unit contains four to eight lessons/sections. The first six to seven units are taught in class nine and rest of them are completed in class ten. Each unit includes reading, writing, listening, speaking, grammar, vocabulary and communicative function.

I observed Amin to teach the lessons of unit seven. Unit seven consists of eight lessons but I could attend for first six lessons only. The title of the unit is "People who stand out". The lessons of the unit include reading, writing, speaking, grammar and communicative functions but Amin skips all except reading activities. Here I present the activities only that he presented in the classroom and focus on the rest in the interview about why he omitted them. The following section highlights how Amin used the text book in the classroom to implement the present curriculum.

Lesson 1 of unit seven

The lesson includes reading, listening and communicative functions such as pair work and group work. Section A includes the reading task, section B communicative functions and section C listening activities. Amin followed the same text book that the learners are having. He does not have any teachers' book and lesson plan with him.

From the observation data (Appendix one - Amin) it is apparent that Amin followed only reading activities. He kept the learners busy in translating the passages and knowing the meaning of unknown words. The teaching of unknown words might be regarded as vocabulary learning as well though Amin translated the difficult words into Bangla as he tried to show the similar English words as well. Amin also engaged the learners to answer the reading passage answers. Besides, he said the learners need to do the matching of the sentences and finding the true/false answers. Therefore, it might be said that Amin was completely engaged in following reading activities in the classroom to implement the curriculum. However, the educational policy of Bangladesh (2012) is based on the Communicative Language Teaching approach. This approach stressed on reading, writing, speaking and listening activities. The educational policy highlights that the teachers will have to focus on CLT in the classroom while implementing the curriculum. However, the reading activities of Amin are not congruent with the principles of CLT as he did not aim to achieve learners' reading competence in the target language and allowed the learners to use their mother tongue in the classroom. Amin's reading activities are congruent with the principles of the Grammar Translation Method and the previous curriculum as he instructed the learners to translate the passages and encouraged them to learn vocabulary for reading purposes. Amin's reading activities are also congruent with the exam system of secondary education. The chapter 4.4 explains that this English exam of secondary education is based on reading activities which include vocabulary practice, matching sentences and finding true/false answer from a passage. Therefore, Amin might have practice reading activities to prepare the learners for their exam rather than to implement the principles of the curriculum.

Although Amin followed only reading activities, the textbook presented speaking activities as well. The lessons highlighted that the text book stressed speaking activities but Amin skipped the speaking activities. He suggested that the learners do not need to do the pair work and group work but he did not explain the reason. However, the writers of the

textbook explained in the preface that the teachers will encourage the learners to speak in the target language and engage them in pair work and group work to enable them to speak in English. Moreover, the educational policy (2010) of Bangladesh stressed learners' English speaking skill as the learners might be able to communicate locally and internationally. Although the textbook was presented to fulfil the aim of the educational policy of 2010, Amin did not follow the speaking activities to implement the curriculum. The chapter 4.4 explains the examination system of secondary education in Bangladesh. The chapter shows that the Education Board do not arrange any speaking test. Amin might have followed the textbook only to prepare the learners for the exams rather than implementing the objective of the curriculum.

The textbook also presented writing activities. Amin skipped the writing activities for the time being and promised the learners that he will help them to improve their writing later and will give them extra time for that. He also explained in every class that it is not possible for the learners to practise all the skills in one class because of time. It might be more convenient for both the learners and him to engage in writing in different times rather than in the same class. Therefore, Amin might have followed the writing activities in the classroom to implement the curriculum to fulfil the educational policy of 2010. He might also have followed the writing activities to prepare the learners for the exam.

Amin also did not follow the listening activities in the classroom. He skipped listening all the time. He explained in the classroom that the learners do not need to practise the listening activities. However, the preface of the textbook explains that the book will focus on all the skills to teach English and the learners will be able to achieve all the skills. Moreover, the educational policy of Bangladesh (2010) presented the curriculum based on the communicative language teaching approach. According to the principles of CLT, the teachers will have to practice all the skills (reading, writing, listening and speaking) to achieve learners' competence level in the target language. As Amin did not following the listening activities according to the prescribed syllabus, he did not implement the principles of the communicative curriculum in the classroom. He might have followed the activities that are relevant to the exam system only. The secondary exam system is based on reading and writing activities only and the Educational Board does not arrange any listening test. Therefore, the activities of Amin might be congruent with the exam system of secondary education rather than the principles of communicative curriculum.

### **5.1.2. Factors influence Amin to implement the curriculum**

In order to get insightful understanding of the factors that influence Amin's classroom activities to implement the curriculum, I took two interviews (pre-observation and after observation) of Amin. In his second interview after observation he expressed why he followed certain ways to implement the curriculum. He also mentioned what factors influence him to implement the curriculum. The interview helped me to analyse what he intended to teach according to the instruction of the curriculum and why and what he taught in the classroom. I focused on the themes in the interview that are relevant to the principles of communicative curriculum and are presented in the prescribed syllabus by communicative curriculum designers of Bangladesh for insightful understanding of the participants' activities. These themes have been selected from the prescribed syllabus and the activities of Amin in the classroom. They are views on teaching reading, the use of pair work and group work, the use of Bangla, students' English language abilities, teachers' English language abilities, the role of exams, views on listening and writing feedback.

#### **1) Views on teaching reading**

Amin was mostly busy to focus on reading activities in the classroom. He engaged his learners in translating passage in every class. In his opinion,

'I engaged the learners in translating in the passages as these passages are important for their exam. If the learners can translate the passage, they will understand it very well and will be able to answer the questions related to the passage in the exam'.

I mentioned him that I did not find anywhere in the textbook that suggested you to engage the learners in translating. He replied,

'Yes, it is true that the curriculum did not instruct me. However, I did because my learners' academic result is more important to me, to them and to their family. I believe that my learners can be more successful in the exam in this way and that is the reason of translating the passages'.



Therefore, it might be claimed that Amin's reading activities in the classroom were based on learners' exam orientation and their achievement in the exam. As a result, Amin believes that he does not need to follow the curriculum as instructed by the NCTB as his teaching approach is more effective for the learners' academic result than instruction of the NCTB. Therefore, the reading activities of Amin in the classroom were not congruent with the principles of the communicative curriculum. His reading activities in the classroom were influenced by the learners' exam system and did not follow the instruction of the prescribed syllabus to implement the principles of the communicative curriculum. Additionally, Amin had to prepare the learners for their exam as the schools also judge the teacher's success on the basis of learners' achievement in the exam. As a result, as the exam system and the objectives of the communicative curriculum are not congruent, the teachers focus on the exam related activities than the communicative activities in the classroom.

## **2) The use of pair work and group work**

Amin did not engage the learners in pair work and group work although the textbook (prescribed syllabus) presented pair work or group work exercises in every lesson to implement the principles of the communicative curriculum. He skipped those activities as he thinks that they will not help the learners for better result in the exam. Amin expressed,

'yes, I did not engage the learners for pair work and group work as I did not see any question paper in the exam related to those activities. Besides, the textbook presented those activities to prepare the learners for the speaking exam. But the authority does not arrange any speaking test in the exam. That's why I do not want to waste time for those activities.'

Amin also believes that even if he engages the learners in pair work and group work according to the instruction of the textbook for speaking improvement, the learners will not be able to develop their speaking skills in English. Amin claims,

'the other reason of not using pair work and group work is that these activities will not develop learners speaking skill as they will use Bangla instead of English.'

Therefore, it could be argued that Amin did not highlight pair work and group work even it was instructed in the textbook to implement the curriculum as these activities are not useful

for the exam and the learners will not use the target language while doing those activities. Breen and Candlin (1980) explain pair work and group work as the main tools to improve learners' speaking skill in the target language and to implement the principles of communicative curriculum. However, Amin did not follow the instructions of the prescribed syllabus to implement the communicative curriculum as those instructions will not help the learners to prepare for the exam. The data of the study suggest that pair work and group work activities will enable the learners to improve their speaking skill in the target language but those activities will not help the learners to prepare for the exam as the educational Boards do not take speaking test. As a result, Amin skipped the pair work and group work activities and focused on reading and writing activities in the classroom although the prescribed syllabus presented all the skills of communicative competence. Therefore, it might be argued that Amin did not follow the principles of communicative curriculum and his activities in speaking classroom were not congruent with the instructions of the prescribed syllabus.

### **3) The use of Bangla**

Amin used Bangla in the classroom although the curriculum does not allow him as instructed. He also did not encourage the learners to speak in English. I asked him the reason of not using English in the classroom. He explained,

'Actually, we used to speak in Bangla everywhere. We never use English outside the classroom in this rural area. Some people might speak in English in the capital city but it is rare here. Besides, the learners' ability to speak in English is a reason use Bangla in the classroom.'

Therefore, Amin did not use English in the classroom because of the cultural problem of the area and the learners might not be able to speak in the target language. As a result, he could not use English in the classroom although it was instructed in the preface of the textbook in order to implement the curriculum. Berns (1990) claims that language is a social way of communication and in communicative classroom the oral and written interactions need to be encouraged by the teachers to implement the principles of the communicative curriculum. However, he did not discourage the learners to use Bangla in the classroom as

he found from the learners' classroom performance that they are not competent enough to use English in the classroom and also believes that the teachers are not proficient enough as well to speak in the target language to encourage the learners. He might also be influenced by the prior syllabus (GTM) that allowed the learners to use their native language in the classroom. As he did not encourage the learners to speak in the target language and allowed them to use their native language in the classroom, his activities in the classroom were not congruent with the principles of communicative curriculum.

#### **4) Students' English language ability**

Amin mentioned in the interview that he considered the learners' English language ability to complete the activities in the classroom. As a result, he could not follow the instruction of the textbook to complete any lesson. Amin claims,

'The learners do not have the ability to speak in English in the classroom and even most of them will not be able to understand if we instruct them in English.'

Therefore, Amin had to consider learners' ability to work according to the instruction of the textbook to implement the curriculum. As he found from the learners' classroom performance that they do not have their ability to understand and speak in English, he did not implement the curriculum according to the instructions of the textbook. The educational policy of Bangladesh (2010) explains that the curriculum has been presented according to the learners' English language ability. However, Amin explains that the learners were not proficient enough to speak and understand the target language. Therefore, as the level of the curriculum was richer than the ability of Amin's learners, he was not congruent with the principles of communicative curriculum to implement them in the classroom.

#### **5) Teachers' English language ability**

I also asked Amin about the teachers' English language ability to implement the curriculum in the classroom. He explains that the majority of the teachers in the rural areas might not be able to instruct in English as they are not used to it and did not speak in the target language even when they were learning. Amin argues,

'Most of the rural areas teachers did not use English before and they learnt English following the grammar translation method when they were students. It is not possible for them to instruct in English to encourage the learners to speak in English.'

Therefore, it could be argued that Amin's explanation claims that the teachers' English language ability does not match to implement the curriculum. Moreover, the teachers might be influenced by the traditional language teaching system of the country (GTM) which allowed the teachers to use their native language in the classroom. The prior curriculum (chapter 3) also did not encourage the teachers to use the target language in the classroom. As a result, the teachers might not have been able to develop their English language ability to implement the principles of communicative curriculum.

## **6) The role of exam**

The role of the exam might be responsible to implement the principles of communicative curriculum in the classroom as the exam system is different from the activities of the prescribed syllabus. Amin explains that it could be possible to implement the curriculum if the instruction of the prescribed syllabus and exam system would be similar. Amin explains, 'the curriculum is not implemented by the teachers because of the different exam system than the instruction of the textbook. The textbook focuses on all the skills of target language. However, the exam is based on reading and writing oriented. Even the exercises of the reading and writing are not similar to the exam questions.'

I asked him if there is any other reason to focus on the role of exam. He explained that parents always push the teachers for children's better academic result rather than improving their skills. He explains,

'the parents always keep pressure on us for their children's better result. The parents believe that their kids will get enough time to improve their skills in future. So the teachers should engage the learners for their academic achievement rather than skills improvement.'

Therefore, it could be argued that the teachers might understand the principles of the communicative curriculum and might be interested to follow the instruction of the prescribed syllabus. However, the teachers confront two problems to implement the

principles of communicative curriculum such as mismatch between the exam system and the instructions of the prescribed syllabus and the pressure from the guardians for the learners' better academic achievement. As Amin is to confront these obstacles like other teachers, his teaching was not congruent with the principles of communicative curriculum to implement it in the classroom.

## **7) Views on listening**

I found that Amin skipped the listening activities every time. I asked him on this issue to know why he did not engage the learners for listening activities. Amin explains,

'I did not find any listening exam to be organised in any institute in Bangladesh. Even it is not essential for my learners' academic achievement.'

I also asked him if there is any other reason. He added,

'Well, there is practise paper in most of the lesson for listening activities. However, the authority did not provide any material for practise. So, how can we engage the learners?'

Therefore, Amin could not implement the curriculum to improve the listening skill of the learners according to the instruction of the textbook as the authority did not provide the materials for practice. It was already mentioned in the earlier chapter that the educational policy of Bangladesh (2010) explains that the teachers' book is not completed and it will be provided whenever it is ready. Although the policy was published five years ago, the government did not provide the teachers' book yet. Similarly, the government did not provide all the required materials for classroom practice. Additionally, the curriculum board did not explain why the materials have not been provided and when they will be presented. As Amin did not receive the listening materials for classroom activities, he had to skip the listening activities. As a result, Amin's teaching was not congruent with the principles of communicative curriculum to implement the listening activities in the classroom. Moreover, as the Educational Boards do not arrange any listening test for the learners' final exam, the learners lose their interest to practice listening activities in the classroom with the teachers.

## **8) Views on writing**

Amin has a positive attitude towards writing activities to implement the curriculum. I also observed him to engage the learners in writing activities. He explains,

'Writing is very important in this curriculum and all the teachers should follow the instruction to engage the learners in writing.'

I asked him why writing is important for the learners to implement the curriculum. He argues,

'The second paper exam is completely based on writing. If the learners do not improve their writing skill they will not be able to pass in the exam.'

I also asked him about his feedback on learners' writing activities. He explained,

'We normally focus on grammatical correction in students' writing. If they keep grammatical accuracy in their writing they will be able to improve their writing skill in future. We do not expect more than that now.'

Therefore, it might be argued that Amin followed the instruction of the textbook for learners' writing improvement for academic achievement and further skill development. His teaching was not congruent with the principles of the communicative curriculum to implement writing activities in the classroom. He also gave regular feedback on learners' writing tasks although it was not instructed in the prescribed syllabus. Although he implemented the instruction of the curriculum for writing activities, he followed the prescribed syllabus for writing practise to prepare the learners for their exam not for the students' development of communicative skills. It was important for Amin to implement the writing activities for exam in the classroom as the learners' parents expect the teachers to focus on writing for better academic achievement. Therefore, although the educational policy (2010) presented the communicative curriculum to achieve learners' communicative competence in the target language, Amin was influenced by guardians' expectation on learners' academic achievement to implement writing activities in the classroom.

### 5.1.3. Summary of Amin's Classroom activities

Table - 1

Participant	Amin
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Lessons	Unit seven of the prescribed syllabus
Expected skills	Reading, writing, speaking and listening
Focused skills	Reading
Skipped Activities	Writing, speaking and listening
Classroom Language	Bangla
Classroom type	Teacher-centred, exam oriented
Teacher's qualification	Masters Degree
Experience	3 years
Materials	Textbook and local note book
Training	No training
Classroom Size	64 learners

Amin is the first participant of the observation of the research. He followed the prescribed syllabus in the communicative classroom. However, his classroom activities were not congruent with the principles of the communicative curriculum. He was influenced by the conventional exam system. Moreover, he focused on reading activities only and the classroom activities were teacher-centred. Furthermore, the institute and the government did not provide him additional materials in order to implement the principles of the curriculum. Finally, he was not trained to teach the communicative curriculum and the classroom environment was not suitable for him to implement the principles of the communicative curriculum.

## 5.2. Evan

Evan has experience of teaching English for 34 years. He completed his general degree from a public university in Bangladesh. He does not have any training in English language teaching. However, he became experienced from English teaching activities in the classroom for long time. He followed the tradition language teaching method but he had to implement communicative teaching approach for last six years and implement the curriculum in the

classroom according to the instructions of the textbook. In my observation I saw Evan to teach 60 to 70 students in his classroom. Evan got the similar classroom environment like Amin such as materials and sitting arrangements. Although the sitting arrangement and other materials were not as favourable as a communicative classroom needs, Evan did not understand that as he was not knowledgeable about communicative classroom.

This chapter will focus on Evan's activities in the classroom in relation to curriculum implementation and highlight the factors that influence him to practice.

### **5.2.1. Evan's practices**

The detailed activities of Evan in the classroom have been highlighted in this section. Evan's classroom was observed to check if he followed the instructions of the NCTB for his activities to implement the curriculum. It is mentioned in the previous chapter that the textbook includes 14 units and each of them contains reading, writing, speaking and reading activities. The classroom of Evan was observed to examine if he has congruence in his activities with those presented by the NCTB to implement the curriculum.

I observed Evan to teach grammar in the classroom and he did not follow the textbook that is presented by the NCTB. He took one book each time from a learner to teach grammar. The learners followed the grammar books in Evan's class written by the local writers. They do not use any specific book rather follow the varieties. Those books contain all the grammatical activities using both Bangla and English. The explanations of any grammatical activities are interpreted in Bangla and exercise questions and examples are presented in English. I observed Evan teach "tense" in the classroom.

From the observation data (Appendix one – Evan) it is evident that Evan engaged the learners only for grammar. He did not focus on all the skills of communicative activities in the classroom. Even his classroom activities were completely teacher-centred rather than learner-centred. However, the aim of the present curriculum is to present a learner-centred teaching rather than teacher-centred activities. Evan also did not follow any lesson plan, session plan or the textbook presented by the NCTB to implement the curriculum. The objective of the present curriculum is to achieve all the four skills in English (reading, writing, listening and speaking). Evan did not focus any of these skills. Moreover, he used to speak in Bangla in the classroom and did not encourage any learner to speak in English.



However, Evan explained how the learners can identify any tense in their native language if they need to translate in the target language. It was not clarified through the observation why Evan did not follow the prescribed syllabus to implement the communicative curriculum. However, the literature review explains that the majority of English language teachers followed the traditional grammar translation method before teaching the communicative curriculum. The previous syllabus was based on grammar, prose and poetry teaching. Evan might have taught grammar while implementing the previous curriculum. Moreover, the literature review explained that the communicative curriculum is the first updated curriculum for English language teaching in Bangladesh. The teachers were not trained to implement the communicative curriculum. However, a brief session of three days has been provided by the Ministry of Education to implement the curriculum. Although the government arranged the brief sessions, it was not compulsory for the teachers who teach the communicative curriculum. Therefore, Evan might not have attended those sessions to implement the communicative curriculum in the classroom. As a result, he might not follow the prescribed syllabus to implement the communicative curriculum in the classroom. Therefore, it is important to highlight in Evan's interview why he taught grammar only rather than all the skills in English language teaching. I should also ask him to explain why he encouraged the learners to know how to translate only rather than improving their skills in the target language. These issues might enable me to identify the factors that influence him to teach grammar only to implement the communicative curriculum.

### **5.2.2. Factors influence Evan to implement the curriculum**

I took two interviews with Evan (pre-observation and after observation) to have insight understanding of his classroom activities to implement the curriculum. In his second interview he explained why he engaged the learners in grammar practice only rather than focusing on all the skills of communicative competence. The interview helped me to analyse what he is supposed to teach according to the instruction of the textbook and why he is teaching only grammar. I focused on the themes in the interview that are relevant to the principles of communicative curriculum and are presented in the prescribed syllabus by communicative curriculum designers of Bangladesh for insight understanding. These themes

might enable me to understand why Evan taught grammar in the classroom instead of implementing the principles of communicative curriculum. They are analysed below.

### **1) Views on teaching grammar**

Evan engaged his learners only in grammar learning and practice. He instructed the forms and rules of grammar and advised the learners to do the exercise from the local writers' book. In his opinion,

'Grammar should be the key focus of learning a target language. If the learners do not know the grammar first, they will not be able to communicate in second language. That's why I focus on grammar.'

I informed him that I did not see anywhere in the textbook to instruct the teachers to focus on grammar only. I asked him if there was any other reason to teach grammar only. Evan informed,

'I agree. But grammar is very important. As I have an experience of 34 years of teaching grammar, the authority decided to teach me grammar and the other teacher on the current syllabus.'

Then I asked him if he followed other teaching method. He explained,

'Actually we used to follow grammar translation method. Now you can see a new syllabus and I do not have enough experience on it. Besides, I do not want to follow any other teaching approach in the last stage of my teaching.'

I also asked him about the opinion of other old teacher regarding new teaching method. He claims,

'The new teaching approach might be good for the new teachers and students. However, it might not be good for old teacher as they do not have any experience on it and they will not wish to have training like me.'

Therefore, it might be claimed that Evan taught grammar as it is important for the learners although the textbook of the NCTB does not instruct him to teach it. Moreover, he was experienced in grammar translation method and inexperienced in communicative language

teaching. He explains that the new curriculum might be good and effective for new teachers to teach English and the old teachers might assist the new teachers to develop the learners' grammar base. Therefore, it might be argued that Evan taught grammar in the classroom because of the influence of the traditional Grammar Translation Method in teaching. Moreover, the school authority might have also felt the importance of teaching grammar alongside the skills of communicative competence. Additionally, as Evan was not trained and did not have any experience of teaching the communicative curriculum, he did not try to implement the communicative curriculum in the classroom. Furthermore, Evan was not interested to teach the communicative curriculum. There might be another reason of not teaching communicative curriculum that the other teachers might be appointed to implement the communicative curriculum and he assisted them through developing the learners' grammar skill.

## **2) Views on teaching speaking**

Evan did not engage his students in speaking activities although he feels that speaking is important for language learners. I asked him why not he engaged the learner in speaking even if he feels it is important. He explains,

'In the old curriculum we used to teach grammar and translation. We did not teach how to speak. Besides we taught both grammar and translation to achieve accuracy in learner's speaking. We also consider about the learners' ability to speak in the target language. Most of the learners do not even know the grammatical use of the language. So, it is very hard for them to focus on speaking in the class in this stage.'

I also asked him if he found any other reason not to focus on speaking skills. He explained,

'well, there is many reason not to focus on speaking. First of all, there is not speaking test in the final exam. Secondly, majority of the teachers do not have to ability to focus on speaking skill. Besides, the authority does not provide any materials for practice such as tape recorder for test recording and then for accessing.'

Therefore, it might be argued that Evan has a positive attitude towards teaching speaking according to the principles of communicative curriculum. However, it might not be possible to implement speaking activities according to the communicative curriculum because of the

exam system, learners' ability, teachers' ability and inadequate materials. Therefore, it might be argued that Evan did not teach speaking skills for a few reasons. Firstly, he might be influenced by the traditional grammar translation method that he had implemented for the last 34 years. Secondly, the governments did not train the teachers on how they will teach speaking skills to implement the communicative curriculum. Additionally, the government did not provide enough materials to teach speaking skills as the learners do not attend for speaking test in the exam and the exam system is different from the principles of the communicative curriculum. Moreover, the teachers do not have confidence on the learners' ability to improve their speaking skill. As these factors affect the teachers not to teach speaking skills, Evan does not practice speaking activities in the classroom to implement the communicative curriculum.

### **3) The use of Bangla**

I observed Evan to use Bangla in the classroom and he did not encourage the learners to speak in the target language. I asked him why he did not used English in the classroom. He explained,

'I never spoke in English in the classroom in the past. Besides, I do not feel the necessity to speak in English as the learners might not be able to understand properly.'

I asked him if there is any other reason to use Bangla in the classroom. He explained,

'All the teachers in the rural areas use Bangla in the classroom. You might get some exception. But the teachers used to instruct in Bangla and allow the learners to speak in Bangla for cultural reason. Culturally we use Bangla inside and outside the classroom to learn English.'

I also asked him about the teachers' ability to speak in the target language in the classroom. He explained,

'to be true, the majority of the teachers in the rural areas do not have ability to speak in the target language.'

Therefore, it might be claimed that majority of the teachers do not use English in the classroom because of their inability, learners' inability and cultural reasons. There might be

few reasons not having Evan's interest in using the target language in the classroom and not encouraging the learners to speak in English in the classroom. The literature review reveals that Pakistan ruled the country for 25 years and the government influenced the people to use Pakistani language inside and outside the classroom. However, as the teachers and learners had negative attitude towards Pakistani languages, it might increase the interest of learners and teachers towards their first language. When Bangladesh became independent, the government declared English as the second language of the country and added English as a compulsory course in the secondary Education. Although the government included English as a compulsory course, the curriculum designers focused on grammar translation method and allowed the learners to use their native language in the classroom. Because of this historical and cultural influence in language teaching, Evan might not use English in the classroom and allowed the learners to use their native language in the classroom.

#### **4) Influence of Grammar translation method**

As I observed Evan to engage his learners in grammatical activities and instruct grammatical forms and rules, I asked him if he used to follow any other teaching approach before. He explained,

'I begin to teach grammar translation method and still teaching grammar only. Before I taught both grammar and translation but I teach grammar now as there is no more translation in the exam question.'

Then I asked him how about the other teacher in his school. He explained,

'When we split the lesson among us I choose to teach grammar for the second paper. The other teacher had no option to exchange his lesson with me as I am senior to him. However, so far as I know he teaches reading and writing only. Then we are two teachers in this school but the scenario is different in other schools, some schools have only one teacher and some schools do not have any. So the teachers do not have any choice. They are to mingle grammar translation method and communicative language teaching method.'

Therefore, it might be argued that Evan followed grammar translation method and he tried to implement it in the classroom. Although he knew that the authority presented the communicative approach to implement in the classroom, he implemented the other section

of the syllabus that does not contain the activities of the communicative approach. The study of Li (2010) found that the teachers failed to teach speaking and listening skills using the new teaching approach and mingle with the traditional teaching approach. Similarly, the teachers of Bangladesh might mingle the grammar translation method with the communicative language teaching approach as the majority of the teachers were not trained to teach the communicative curriculum and followed GTM in the previous curriculum.

### **5) Views on teaching listening**

As I observed Evan not to teach and engage the learners in listening activities, I asked him for his opinion for listening in the curriculum. He explains,

‘Listening is important to learn a target language but we do not teach in the schools.’

I also asked him the reason of not teaching listening. He explained,

‘I do not teach that part but my colleague complained me that the curriculum presents listening session but the authority did not provide any materials.’

Therefore, it could be argued that Evan did not instruct for listening activities although he feels the necessity of improving this skill to achieve the target language. He also explained that the authority needs to provide enough materials to successfully implement the curriculum. One of the reasons of not implementing the listening activities in the classroom is that the authority did not provide the materials to practice in the classroom. As the government provided a prescribed syllabus, there was no opportunity for Evan to use any other materials for listening activities. Additionally, Evan was not trained to implement the communicative curriculum in the classroom although he was not experienced in communicative language teaching. Furthermore, the educational policy of Bangladesh (2010) presented the communicative curriculum and promised to provide a teacher's book to implement the prescribed syllabus although the government had not provided the teachers book yet. Therefore, Evan might not practice listening activities according to the prescribed syllabus because of inadequate support from the government. As the government did not provide the essential materials and did not provide the complete curriculum, Evan might have lost his interest towards the communicative curriculum and

went back to implement the traditional language teaching approach. Finally, the examination system might also have encouraged him to go back to the traditional language teaching system as the exam does not focus on the communicative curriculum.

## 6) Views on teaching reading and writing

I did not see Evan teach reading and writing skills. I asked him the reason. He explained,

'I do not teach for reading now but I used to teach in the old syllabus. Then I was teaching for writing as well in this syllabus though last few weeks I did not. Hopefully I will teach for writing in next month.'

Then I asked him the reasons for teaching writing. He explained,

'the writing is very important for learners. Besides they will have to write some paragraphs and composition both in first and second paper English course.'

Therefore, he teaches writing as it is important for learners' future and for their exam. Then, it is appeared from the interview that he does not teach writing for this communicative curriculum and does not want to comment on how it is being taught and how it could be implemented as he does not have any experience on communicative curriculum. Although the principles of communicative curriculum stress on writing to achieve competence in the target language, Evan does not teach to achieve writing competence in English. He teaches the learners to prepare for the exam. Therefore, the aim of the curriculum and the exam is different. The teachers teach writing skills as the learners can achieve better result in the exam while the curriculum aims to improve learners' writing competence. As a result, although Evan teaches writing skill in the classroom, he fails to implement the principle of the communicative curriculum.

### 5.2.3 Summary of Evan's Classroom Activities

Table - 2

Participant	Evan
Lessons	Grammar
Expected skills	Reading, writing, speaking and listening

Focused skills	Grammar
Skipped Activities	Reading, writing, Speaking and listening
Classroom Language	Bangla
Classroom type	Teacher-centred
Teacher's qualification	General Degree (BA)
Experience	34 years
Materials	Grammar Books
Training	No training
Classroom Size	64 learners

Evan is the second participant of the research. Although he is one of the English language teachers, he did not teach all the skills of the target language. Evan taught grammar only and his classroom activities were teacher-centred. He was influenced by the traditional language teaching system in the communicative language teaching classroom. Moreover, he was not interested to implement the communicative curriculum. Although the authorities were aware of his negligence towards the curriculum, they did not take any steps against him as there was scarcity of English language teachers in the rural areas of Bangladesh. Therefore, the activities of Evan failed to implement the principles of the communicative curriculum.

### 5.3. Babu

This section presents Babu's activities in the classroom as the third participant of my research. He has been teaching at Jahan school as an English teacher for last six years. This is his only and first job as an English language teacher. He completed his graduation in English language and literature from a public university in Bangladesh. After his graduation, he completed his Masters in English Language Teaching from a private university in Bangladesh. Then, he began to teach in this school and completed his in-service teaching training run by Ministry of Education in Bangladesh.



Babu is the only English language teacher in the school and he is to teach six to class ten. I observed him to teach class nine and the total numbers of students are 71. The age ranges of the learners are 13 to 14. The students learn this compulsory course like the other courses. Babu has a similar teaching environment like the other teachers (Amin and Evan) and teaching materials such as sitting arrangement and resources. However, Babu was not satisfied with classroom materials and sitting arrangement for the communicative language teaching as the tables, chairs and benches were not movable and the decoration could not be changed if needed.

### **5.3.1. Babu's practices**

This section highlights the activities of Babu in the classroom. I observed the activities of Babu in the classroom that he usually implements for the curriculum following the textbook "English for Today" presented by the NCTB. It is already mentioned that the book contains fourteen units and each of unit is divided into four to eight lessons. As the first six to seven units are taught in class nine and I observed Babu to teach in the same class, I acquired the data when he instructed the learners for unit one and two. These units contain all the four skills of reading, writing, speaking and listening.

Unit one contains four lessons and unit two is divided into five lessons. The titles of unit one and two are 'Good citizens' and 'Pastime' respectively. Unit one includes the lesson titles of 'Can you live alone?', 'Knowledge, skills and attitudes', 'Good character' and 'Responsibilities'. Unit two contains the lesson titles of 'Have you any favourite pastime?', 'Reading really helps!', 'Change in pastime', 'Change in pastimes in Bangladesh' and 'Pastimes vary'. I could not observe the classroom of Babu for all the lessons because of time. I observed his activities only in five classes. The lessons he taught in those five classes are 'Responsibilities', 'Have you have any pastime?', 'Reading really helps!', 'Change in pastime' and 'Change in pastimes in Bangladesh'. The titles of these lessons include reading, writing, speaking and listening activities. I will highlight the activities of Babu that he focused on in the classroom and explore the rest in the interview that I need to. The following section will present the activities of Babu that he was doing in the classroom to implement the present curriculum following the textbook.

From the observation data (Appendix one – Babu) it is apparent that Babu followed all the instruction of the textbook. He tried to implement all the skills that are presented by the curriculum designers in the textbook. First, he engaged the learners in reading activities through group work, pair work and individual work. When the learners were busy in their reading activities he monitored the classroom and helped them to overcome any difficulties. Moreover, Babu checked the activities of some learners of each group or some pairs or some individuals and corrected their mistakes and gave them instant feedback to improve their reading skill according to aim of the present curriculum. Therefore, his activities were congruent with the instruction of the prescribed syllabus to implement the curriculum. Additionally, the Board of Education aimed to fulfil the educational policy of 2010 through implementing the communicative curriculum. As Babu was trained to teach the communicative curriculum and was aware about the principles of communicative language teaching approach, he focused on the communicative activities and followed the instruction of the prescribed syllabus to implement the communicative curriculum while teaching reading skills.

One of the important aspects of the present curriculum is to improve learners' speaking ability as the government presented the communicative curriculum to develop learners' competence level in speaking. In the observation I saw Babu speak in English to encourage the learners to use the target language in the classroom. From this perspective he followed the principles of the communicative language teaching approach and the instructions of the prescribed syllabus to implement the curriculum. However, he allowed the learners to use their native language in the classroom. Students spoke in Bangla although Babu instructed them to use English in their discussion and allowed Bangla only when they face difficulties. In this perspective it appears that the learners go back to their traditional language learning system although the teacher inspired the learners to follow the aims and objectives of the communicative curriculum.

I saw Babu to teach listening in the classroom as instructed in the curriculum. In the observation it was found that he did not use any CD player in the classroom although the curriculum instructed teachers to do this. He mentioned many times that he did not get any CD from the authority for listening activities. As a result, he used to read the dialogues of listening activities for learners and learners can read them as well to answer the listening

exercises. Here it is evident that Babu followed the principles of communicative language teaching approach to teach listening skill to implement the aims of the communicative curriculum. However, it is already mentioned in the literature review that the educational boards were neither stable nor presented any specific curriculum to teach the English language. Although the government ordered the educational Boards to implement a communicative curriculum in 2000 first, a complete communicative curriculum was not presented. As a result, the teachers were not trained to teach communicative curriculum. Although Babu was trained and aware about the principles of the communicative curriculum, he could not teach listening skills according to the objectives of communicative language teaching approach as the government still did not present a complete communicative curriculum. Additionally, as the principles of the curriculum and the exam system of secondary education are different, Babu has to focus on the exam system to teach the learners in listening classroom. As a result, Babu did not follow the principles of communicative language teaching approach to implement the curriculum in the listening classroom.

The last aspect of Babu's focus in his classroom activities is writing. I found him engage learners for writing in one class out of five classroom observation. He engaged them less in writing as the textbook presented fewer writing activities in the first two units. He just asked the students to write on a particular topic but did not instruct how to write. However, he checked the learners' mistakes and corrected them and provided them feedback regarding the mistakes. It is apparent from his writing classroom activities that he focused on the exam system of secondary education. He instructed the learners to write on a particular topic as the learners will have to write a paragraph and essay in the exam. However, the aim of the communicative language teaching approach is to improve learners' writing competence level as they might be able to communicate with the people in the target language. Similarly, the educational policy (2010) aims to improve learners' writing competence level to communicate locally and internationally. Although the educational policy and communicative curriculum focus on learners' writing skills development to achieve competence level, Babu instructed the learners to prepare for the exam.

The overall observation of Babu's activities in the classroom was congruent with the instruction of the textbook. He followed each and every lesson according to the presented

activities of the curriculum. Now I will discuss what I found in the interview regarding his activities in the classroom to implement the curriculum.

### **5.3.2. Factors influence Babu to implement curriculum**

I had to arrange two interviews (pre-observation and after observation) of Babu in order to have insightful understanding of the factors that influence him to implement the curriculum. In the interview Babu explains what factors influenced him to teach in the classroom according to the prescribed syllabus to implement the curriculum. This interview enabled me to analyse what types of activities he intended to do and why and what he was doing to teach in the classroom. . I focused on the themes in the interview that are relevant to the principles of the communicative curriculum and are presented in the prescribed syllabus by communicative curriculum designers of Bangladesh for insightful understanding of the participants' activities. These themes have been selected from the prescribed syllabus and the activities of Babu in the classroom. They are explained below:

#### **1) Views on teaching reading**

Babu engaged his learners in reading activities as instructed by the textbook 'English for Today' presented by the NCTB. He first advised the learners to go through the passages and then to do the exercises as instructed. I asked him why he follows the prescribed syllabus. He replies,

'Actually the book has been presented to the teachers to help them to enable the learners in four skills of English. The book contains all the four parts and I understand that it is an effective book for communicative language learning and teaching. Unfortunately the majority of the teachers do not follow the instruction and go back to their old style. I follow the exact way as I feel that the book will help my learners to achieve communicative skills and prepare them for their exam as well.'

Babu instructed the learners for reading activities as instructed by the prescribed syllabus since he believes that the book will help his learners to be prepared for the exam and make them communicatively competent in the target language as well. The aim of the communicative language teaching approach is to improve learners' competence level in the

target language. Therefore, Babu might have aimed to focus on the principles of the communicative language teaching in the reading and implement the principles of the communicative curriculum presented by the NCTB. As a result, he might have instructed the learners to do pair work and group work in the reading task. Additionally, Babu engaged the learners in a comprehension task as it might help the learners to prepare for the exam. Although Babu instructed the learners to do some comprehension tasks to prepare for the exam, the principles of the communicative language teaching approach have been implemented as instructed by the prescribed textbook in his reading activities in the classroom.

## **2) The use of pair work and group work**

I observed Babu engage his learners in pair work and group work according to the prescribed syllabus. He advised the learners to use English in their discussion and helped them to overcome any difficulties. In his opinion,

'I encouraged the students to speak in English in pair work and group work although it will not help them for their exam but they will be able to communicate with each other in future.'

I asked him if there was any effect at the beginning. He replied,

'at the beginning they were shy and had difficulties. I encouraged them and they overcome the situation in course of time.'

Therefore, he engaged the learners in pair work and group work to achieve speaking ability and enable them to communicate in English in real life rather than just focusing on the exam. He might have instructed the learners for pair work and group work as they might be able to achieve communicative competence in English. Therefore, Babu tried to follow the principles of the communicative language teaching approach to implement the principles of communicative curriculum in his classroom activities. Although these activities were relevant to the principles of the prescribed syllabus to implement the curriculum, they were not relevant to the exam system of secondary education as the government does not arrange any speaking test.

### **3) The use of English**

Babu spoke in English in the classroom and the learners responded to him and interacted with the other students in English in the class. He argues that it might not be easy to make the learners competent in speaking in the target language at the beginning. He explains,

'the teachers need to be patient and encourage the learners at the beginning stage. If the teachers can overcome this stage, the syllabus could be implemented and the learners will achieve their competence in speaking.'

I also asked him about the benefit of using English in the classroom. He explained,

'it will help the learners both to be prepared in the exam and to achieve the competence level. The learners will be familiar with many unknown words which might help them to answer their questions in the exam.'

Therefore, Babu followed the instructions of the prescribed syllabus and implemented them in the classroom as he believes that English using in the classroom will help his learners both in the exam and outside the classroom communication. Additionally, Breen & Candlin (1980) explains that the teachers should work as initiators and facilitators in the communicative classroom. As Babu was interested to implement the principles of communicative curriculum and fulfil the aim of the educational policy (2010) of Bangladesh, he used English in the classroom to improve learners' speaking skill. Therefore, Babu used English to implement the principles of the communicative curriculum and implement the aims of the prescribed syllabus. Moreover, Babu might have prepared the learners for the exam explaining the unknown words and increasing their vocabulary level. Although the traditional grammar translation method involves vocabulary activities and it is applied in the exam system in Bangladesh, the intention of explanation of unknown words was to improve learners' communicative competence and vocabulary improvement to prepare for the exam.

### **4) Students' English language ability**

Babu explains that the learners might have had some difficulties to achieve the target language at the beginning. However, the learners' difficulties could be overcome if the teacher takes it into his consideration and helps them. He argues,

'well, the initial stage of learning is difficult for the learners as they are not familiar with English language. But the learners have the ability to overcome the situation if the teachers help them.'

As Breen & Candin (1980) explain, the teacher should work as a facilitator in a communicative classroom, Babu encouraged the learners to improve the language ability of the learners. Additionally, the educational policy of Bangladesh (2010) also explains that the teachers will have to encourage the learners to improve their language skill. Therefore, Babu might have encouraged the learners to improve their language ability to implement the principles of the communicative language teaching approach and implement the principles of the curriculum.

## **5) The role of the exam**

Babu explains that the exam plays a vital role to implement this curriculum. Although the curriculum focuses on four skills of English language, the exam system highlights two skills. Therefore, the teachers encourage the learners to focus on reading and writing and skip listening and speaking for better performance in the exam. Babu argues,

'The exam system is different from the instruction of the textbook. As a result, the teachers focus on the activities that are relevant to exam only.'

Although the educational policy of Bangladesh (2010) presented the communicative curriculum to improve the competence level of the learners in the target language, the curriculum designers of Bangladesh did not arrange a communicative exam system for secondary education. As a result, Babu has to focus on both the educational system and implement the curriculum at the same time. Therefore, Babu tried to implement the principles of the communicative curriculum but was affected by the different exam system. He could implement the curriculum according to its principles if the exam system and the aim of the curriculum were similar.

## **6) Views on listening**

Babu explains that listening is important for the learners and the curriculum presented the listening activities. However, the teachers do not follow the listening activities as instructed by the prescribed syllabus as the authority did not provide any materials to practice listening activities. Babu argues,

'if you go through the textbook, you will see there is listening activities in every lessons. But the authority did not provide us any materials to practice. Besides, you will not find anything related to listening in the exam.'

Brown (2001) argues that a teacher should focus on all the skills of the target language in the communicative classroom to develop the competence level of the learners. As a result, Babu tried to improve the listening skills of the learners to fulfil the aim of the educational policy of Bangladesh. Although the exam is the main target of the learners, the prescribed syllabus was published to improve the language skills of the learners. Nunan (1991) explains that a communicative language teaching classroom should have enough materials to fulfil the aim of the communicative curriculum. However, as the government did not provide enough materials but had promised to send them to the teachers, Babu could not implement the principles of the curriculum in the classroom.

## **7) Views on writing**

Babu explains that writing is very essential for learners' communicative competence in the target language and the present curriculum also presented writing activities. He also explains that the teachers might also engage their learners in writing as they used to follow it in the previous curriculum. Additionally, he mentioned that the learners need to focus on writing as they will have to do some writing activities in the exam. He argues,

'the learners need to focus on writing as they will sit for writing exam. Besides, the teachers are experienced in writing activities as they used to practice in the old curriculum.'

It is already mentioned in the previous chapters that the exam system of secondary education in Bangladesh is based on reading and writing. However, the educational policy of Bangladesh (2010) aims that the teachers will focus on all the skills of the target language in



the classroom. However, as the teachers used the traditional grammar translation method before teaching the communicative syllabus, they practiced only writing and reading activities. As the curriculum designers presented writing activities in the communicative syllabus like the previous syllabus in secondary education to implement the communicative curriculum, the teachers practice writing activities in the classroom to prepare the learners for their exam. Therefore, Babu might have followed the writing activities as instructed in the textbook as it is important for the learners' exam although he intends to implement the principles of communicative curriculum.

### 5.3.3. Summary of Babu's Classroom Activities

Table -3

Participant	Babu
Lessons	Unit one and two
Expected skills	Reading, writing, speaking and listening
Focused skills	Reading, writing and speaking
Skipped Activities	Listening
Classroom Language	Bangla and English
Classroom type	Teacher-centred, communicative, exam-oriented
Teacher's qualification	Masters in ELT
Experience	Six years
Materials	Prescribed syllabus
Training	In-service training
Classroom Size	71

Babu is the third participant of the research. He followed the prescribed syllabus to implement the communicative curriculum. Although he implemented all the skills except listening skill in the classroom, his teaching activities were not only communicative but also exam-oriented and teacher-centred. He was aware about the principles of the

communicative curriculum and implemented in the classroom. However, he was influenced by the classroom environment and the conventional exam system while implementing the communicative curriculum. Therefore, the majority of his classroom activities were congruent with the principles of the communicative curriculum.

## **5.4. Bijoy**

This section focuses on the activities of Bijoy in the classroom as the forth participant of this research. He has been teaching at Pur High school for last eight years. He completed his general graduation (not specialized in any Subject) from the National University of Bangladesh and completed his Masters in general English from the same University. After his Masters he started to teach in this school and did not have any pre-service or in-service training to teach English.

Bijoy is the only English language teacher in the school and he teaches all the classes from six to ten. I observed him teach in the class nine. The presence of students in each class was 60 to 70 and all of them are girls. Bijoy teaches English as a compulsory course like other general courses of this class. The context of the classroom and resources were not favourable for communicative language teaching as he was not trained and the government did not provide required materials to implement the curriculum.

### **5.4.1. Bijoy's practice**

Here the activities of Bijoy in the classroom are highlighted. I observed him follow the same book that Babu and Bijoy used to follow in the classroom to implement the present curriculum. I participated in Bijoy's class when he taught unit two and three. These units are designed to improve speaking, listening, reading and writing skills and the teachers are advised to implement in the classroom following the instructions of the textbook presented by the NCTB.

Unit two is divided into five lessons while unit three contains six lessons. The titles of the units are 'Pastimes' and 'Events and festivals'. The unit two 'Pastimes' includes the lessons of 'Have you any favourite pastime?', 'Reading really helps!', 'Change in pastime', 'Change in pastimes in Bangladesh' and 'Pastimes vary'. The unit three 'Events and festivals' presents

the lessons of 'Mother's Day', 'May Day', 'International Mother Language Day – 1', 'International Mother Language Day – 2', 'Independence Day' and 'Pahela Boishakh'. I observed Bijoy to teach the last lesson of unit two and first four lessons of unit three. These lessons include reading, writing, speaking and listening activities. The following section highlights the activities of Bijoy in the classroom that he used to implement the communicative curriculum.

From the observation data (Appendix one – Bijoy) it is apparent that Bijoy skipped speaking and listening activities. He also skipped pair work and group work activities. Bijoy only engaged the learners in reading and writing activities. However, the curriculum presented the textbook 'English for Today' with the purpose of implementing all the skills of communicative competence in the target language. The preface of the textbook claims that the teachers will teach reading, writing, speaking and writing skills in order to make the learners competent in English language. Therefore, the curriculum is based on the communicative language teaching approach and the government aims to implement it in the classroom. Firstly, Bijoy focused on reading in all the lessons without considering other skills. Sometimes he suggested the learners to translate the passage of the reading section or to read it in order to complete the other parts of reading activities. However, the communicative language teaching approach does not aim to focus on only reading skill improvement of the learners. Therefore, there might be other reasons to highlight reading activities in the classroom. Bijoy might be influenced by the traditional grammar translation method to implement the curriculum as he instructed the learners to translate the passages as a part of reading activities. The principles of the communicative language teaching approach do not match with the translation activities to improve reading skill of the learners. In this case Bijoy's reading activities were relevant to the principles of the grammar translation method and he was influenced by this traditional language teaching method to implement the communicative curriculum. Moreover, it is already mentioned in the literature review that the secondary exam system is not relevant to communicative language teaching approach. Therefore, as Bijoy had to prepare the learners for their exam for better academic achievement, he was influenced by learners' exam to implement the curriculum in the classroom.

Writing is another important skill to communicate in a second language. In my observation I saw Bijoy to engage the learners in writing activities according to the writing section of the lessons. However, he did not teach the learners how to improve their writing skill. He only went to the class and told the learners to write on a topic according to the writing section of each lesson. There might be a few reasons to focus on writing activities. Firstly, Bijoy might have a focus on writing because of the secondary exam system. It was noted in the observation that Bijoy mentioned several times "it is important for your exam". Therefore, the writing activities might be relevant to the secondary exam system and Bijoy might have prepared the learners for their exam through writing activities. However, as one of the main objectives of the communicative language teaching is to achieve writing competence in the target language, Bijoy implemented the objectives of the communicative curriculum in the classroom. Additionally, Bijoy might be influenced by the previous syllabus of the secondary education. As the previous curriculum focused on the writing activities and Bijoy followed that syllabus before teaching the communicative curriculum, he might have implemented the writing skills as instructed in the prescribed syllabus being influenced by the previous curriculum (grammar translation and composition) of secondary education in Bangladesh.

Listening is presented in every unit of the textbook 'English for Today' to implement the curriculum. However, I did not find Bijoy engaged the learners in listening. He did not even bring any materials with him for listening activities. Moreover, he skipped the listening activities and mentioned that the learners do not need to practice listening as it is not important for the exam. Therefore, it is apparent that the secondary exam system is different from the principles of the communicative curriculum. As the exam system did not focus on the communicative curriculum, Bijoy did not follow the instruction of the prescribed syllabus for listening activities to implement the curriculum in the classroom. However, listening is one of the important skills of communicative competence and the textbook also highlighted listening importance. As he did not instruct the learners to do the listening activities and explained that the activities are not important for the exam, Bijoy failed to implement the principles of the communicative curriculum. Therefore, Bijoy was influenced by the different exam system from the communicative curriculum but he was not influenced by the traditional grammar translation method while teaching the listening activities in the classroom.

Finally, speaking improvement is the most important part of this curriculum as the old curriculum was changed to improve learners' speaking skill. However, I found Bijoy did not teach speaking skills. Moreover, he mentioned in his class that speaking activities such as pair work and group activities are not important for the exam. Even he did not speak in English with the learners and did not encourage them to communicate in the target language. However, the educational policy of Bangladesh (2010) presented the communicative curriculum to improve learners' communication skills in the target language. Therefore, if the learners are not instructed to practice speaking activities in the classroom, the principles of the communicative curriculum are not implemented. Additionally, according to the principles of the communicative language teaching approach the teachers need to speak in the target language to facilitate the learners to improve their speaking skill. Moreover, the pair work and group work activities were presented in the prescribed syllabus to improve the learners' speaking skill as these activities might improve the learners' communication skill. As Bijoy did not instruct the learners to do pair work and group work either and did not encourage them to speak in the target language, he did not implement the curriculum through speaking activities.

The overall observation is that Bijoy's activities in the classroom were partly congruent with the activities that were presented in the textbook (the prescribed syllabus). He only followed reading and writing activities according to the instruction of the textbook and skipped listening and speaking activities. Therefore, it might be said that Bijoy has partly implemented the curriculum according to the instruction of the prescribed syllabus but failed to implement all the principles of the communicative curriculum because of the influence of the traditional grammar translation method, the previous syllabus and a different exam system.

#### **5.4.2. Factors influencing Bijoy to implement the curriculum**

This section reports on the interviews (pre-observation and post- observation) I had with Bijoy on the aspects of his classroom teaching in relation to the curriculum. I had a discussion on why he did not or could not follow the instruction of the curriculum in his classroom. The interviews are analysed under the following themes:

## **1) Views on teaching reading**

Bijoy mostly focused on reading activities in the classroom. He instructed the learners to read and solve questions based on that reading passage. When I asked him why he taught the reading passage through translation, he explained that:

‘Translation is important for a better understanding of the reading passage. And you see the learners of this class do not have the linguistic competence in English to understand it without translation into Bangla. If I explain it in English, they will never understand it.’

I also asked him why he did not apply the strategies of reading comprehension as suggested in the text book. Moreover, I suggested him that instead of translation he could have made the passage understandable by following the reading strategies. Bijoy accepted my point but also clarified his own stand. He said:

‘Yes, it’s important to teach the reading strategies. But the problem is the time and extent of syllabus that we are supposed to complete before each examination. We find it very difficult to cope with the time we have for each lesson. And therefore we feel that we will take a short cut. And for this we choose the translation method. It takes us less time if we take help of the learners’ mother tongue for understanding reading passages.’

From what Bijoy explained about his reading activities, it could be explained that the activities are influenced by the learners’ linguistic level, the available time for teaching the syllabus, the pressure of completing the syllabus, and the anxiety for the exam. Moreover, his translation activities in the reading classroom do not aim to implement the principles of the communicative curriculum. However, the reading activities of the communicative curriculum aim to achieve learners’ linguistic competence in the target language. As Bijoy’s translation activities focused on understanding the meaning of the target language rather than achieving the linguistic competence and did not follow the instruction of the prescribed syllabus, his reading activities were not congruent with the principles of the communicative curriculum. The interview with Bijoy reveals that there were two reasons for not following the instructions of the communicative curriculum. Firstly, as the exam system of secondary education is different from communicative language teaching approach, Bijoy had to focus on learners’ achieve achievement and was influenced by the exam system in

his activities rather than the learners' competence level. Then, he was influenced by the previous curriculum (grammar translation method) to teach reading activities. Therefore, it could be explained in brief that Bijoy's reading activities were not congruent with the principles of the communicative curriculum.

## **2) The use of pair work and group work**

Bijoy never initiated pair and group work in his class although there are clear instructions for these tasks in the textbook. When I pointed to this aspect of his teaching, he said,

'Here we have a problem of time. As you know that the number of students is more in each class and organizing these huge number of students into groups and pairs and instructing them how to do the task in pairs and groups take much of the class time allotted. It is only 30 minutes and we do not risk ourselves falling short of time, because we have to complete the syllabus on time.'

He also added that,

'Each class has around 45-50 students and it is very challenging for a single teacher to manage and monitor the such huge number of groups in just 30 minutes!'

He claims that there are few if at all benefits of pair n group work for such group of learners. In his language:

'Even if you engage them in such activities, they will speak in their mother tongue. Firstly, because these learners have no spoken level to speak in English while working in groups or pairs. Secondly, they believe that doing the task in mother tongue will help them complete the task on time. "

The findings here reveal the problem of classroom infrastructure and the allotted time for each class and each lesson. Bijoy explained that he could not follow the language activities as suggested in the curriculum because of the lack of time and the huge number of students in a single classroom. It is already mentioned in the literature review that the teachers are not trained and some of them attend only 2-3 brief sessions to teach the communicative curriculum. As the teachers are not trained and do not have knowledge how to implement the communicative curriculum, they feel if they follow the instruction of the prescribed

syllabus they might not be able to prepare the learners for exam in time. There might be another reason of not following the communicative curriculum in the classroom which is that the exam system is different from the principles of the curriculum. As curriculum designers presented communicative activities in the prescribed syllabus and the exam system focused on different activities, Bijoy's activities were not congruent with the instruction of the prescribed syllabus.

### **3) The use of Bangla**

In Bijoy's classroom the medium of instruction was the students' mother tongue, Bangla. I never found the learners to speak in English. I inquired the reasons and the explanations from Bijoy. He explained that:

'The main reason is the students don't understand when I instruct in English because they did not reach this class with the required listening skills in English. Even when I speak English, the students complain that they failed to understand the content which I explained in English.'

He also adds that:

'The school authority has no such instruction as to which language we will use in the classroom. They don't have any complain if we speak Bangla. Therefore, we choose Bangla as it facilitates understanding the lesson content.'

From the above analysis, it might be explained that the use of Bangla in the English language classrooms has been traditionally in vogue in the rural schools. The reason might be the absence of a fixed language policy from the school authority as the institutions did not get any stable language teaching policy from the government before 1996 in Bangladesh. As the government took the initiatives to implement the communicative language teaching approach, the Ministry of Education presented a language teaching policy in 2010 in Bangladesh. Although the government presented a communicative language teaching curriculum in 2000 and 2010, the teachers were not trained how they will have to implement the curriculum. As a result, the teachers go back to their traditional language teaching approach in the classroom. Similarly, Bijoy might be influenced by the traditional grammar translation method and allowed the learners to use Bangla in the classroom



although the principles of the communicative curriculum instructed to improve learners' competence in the target language.

#### **4) The role of exam**

I asked Bijoy why he focused on reading and writing activities only in the classroom. He informed that English language teaching is highly influenced by the assessment and evaluation system of the schools. He said:

‘The school only organizes tests on reading and writing such as- reading a passage and then answering the questions and writing a paragraph or an essay. I never found any arrangement for listening and speaking tests.’

He also added that:

‘All the learners, the teachers and the authority mostly focus on the exam results rather than actual learning. For better results the authority tries to be choosy regarding the text book content and suggested language practices. Whatever does not require for the exam is skipped.’

Therefore, although the principles of curriculum focus on the improvement of learners' competence level, the educational system is different from the instruction of the prescribed syllabus. As the prescribed syllabus highlights four skills and exam system is based on two skills, the teachers prepare the learners for two skills and skip the other two. The literature review also reveals that the exam system of secondary education is based on reading and writing. However, the teachers need to focus on all the skills of the target language to achieve the competence level. Therefore, it might be explained that Bijoy was not congruent with principles of the communicative curriculum as instructed in prescribed syllabus because of the different exam system in the secondary education.

#### **5) Views on listening**

Bijoy also explained why he never initiated any listening task in the class. He said:

‘The classrooms are not equipped with resources required for listening activities. In our school, we don't have any listening laboratory, and there is no cassette player or CD player.

We don't have any microphone in the classroom. Even if we speak up, the middle and the last benches will not hear properly.'

Although the listening is mentioned as a very important skill in the curriculum to achieve the competence level in the target language, the rural schools do not focus on listening. There might be several reasons behind this. One reason might be the incomplete prescribed syllabus although Bijoy mentioned many reasons not to practice listening in the classroom. Chapter three explained that the policy makers and curriculum designers presented the prescribed syllabus and promised that the teachers' book will be provided very soon. Although four years left after the publication of the prescribed syllabus, the teachers' book and other materials are not provided to implement the curriculum. As there were not enough materials to practise the listening skill as instructed in the prescribed syllabus, Bijoy had to skip the listening activities and his activities were not congruent to implement the curriculum.

## **6) Views on writing**

In Bijoy's class there were writing tasks such as writing paragraphs and essays. When I asked for his opinion for writing activities he explained:

" the learners are more focused on memorizing paragraphs and essays rather than writing on their own. When we ask them to write something on their own, they write with no interest and end up with a few sentences that are full of grammatical and spelling errors. '

He explained the reason:

'The learners are used to attempt writing in this way from the beginning. They prefer memorization than writing creatively. In addition they have lack of vocabulary and grammatical knowledge to produce sentences for a paragraph or essay.'

Therefore, it might be explained from the above mentioned data that the teachers might not instruct the learners for writing activities because of their negligence in writing competence. As the teachers do not encourage the learners for vocabulary learning and memorisation for writing, they are influenced by the principles of the grammar translation method rather than the communicative language teaching approach. However, the

language policy (2010) aims to develop the learners' communicative competence in the target language and presented the prescribed syllabus to fulfil the objectives of communicative curriculum. As Bijoy did not encourage the learners to improve their writing competence and allowed them to memorise paragraph and essays, his writing activities in the classroom were not congruent with the principles of the communicative curriculum.

### 5.4.3. Summary of Bijoy's Classroom Activities

Table - 4

Participant	Bijoy
Lessons	Unit two and three
Expected skills	Reading, writing, speaking and listening
Focused skills	Reading and writing
Skipped Activities	Speaking and listening
Classroom Language	Bangla
Classroom type	Teacher-centred, exam-oriented
Teacher's qualification	Masters
Experience	Eight years
Materials	Prescribed syllabus and local guide books
Training	None
Classroom Size	60 to 70 learners

Bijoy is the fourth participant of the research. He was influenced by the traditional exam system while implementing the communicative curriculum. Although he followed the prescribed syllabus to implement the communicative curriculum, he focused on reading and writing skills and skipped speaking and listening skills in the classroom activities. Moreover, his classroom activities were teacher-centred although the principle of communicative curriculum is the learner-centred activities in the classroom. Therefore, Bijoy failed to implement the principles of the communicative curriculum in the classroom.

## **5.5. Milon**

This section highlights the activities of Milon in the classroom as the last participant of the research. He has been teaching at Upo High school for the last eight years. However, this is his third job and he has taught English for the last twenty two years. He completed his general graduation (not specialized in any subject) from National University of Bangladesh although he began his education in English. After his graduation he completed his Masters in English from the same university. He started to teach English without training but he took in-service training in his second job.

Milon is the only English language teacher in the school. He is to teach all the classes from level six to level ten and I observed his classroom activities in class ten. The presence of the learners in each class was between 40 to 50 and both boys and girls used to attend in the same class. However, the girls sit in a row of one corner of the classroom while the boys sit in the other two rows. Milon teaches English as a compulsory course in this class. However, the classroom environment and the materials were not favourable for communicative classroom to implement the curriculum.

### **5.5.1. Milon's activities**

This section focuses on the activities of Milon in the classroom. I found him to follow a supplementary book along with the textbook 'English for Today' presented by the NCTB. The supplementary book was based on the activities of the textbook to prepare the learners for the exam. It presents the translation of every passage of the textbook and answer of the exercises as the learners might be prepared for the exam without the teacher's help. I observed Milon's classes when he taught unit six and seven.

Unit six contains four lessons and unit seven is divided into seven lessons. The titles of the units are 'Our Neighbours' and 'People who stand out'. The unit 'Our Neighbours' includes the lessons of 'Nepal, the land of Everest', 'Sri Lanka: The pearl of the Indian Ocean', 'The Maldives' and 'India: Unity within diversity'. The unit 'People who stand out' is divided into the lessons of 'Zainul Abedin, the great artist', 'The art of silence', 'Flash back', 'The beginning', 'The missionary', 'Love for humanity' and 'The wizard of Apple'. I observed Milon to teach the last three lessons of unit six and the first two lessons of unit seven. These

lessons include reading, listening, speaking and writing activities. The following section highlights the activities of Milon in the classroom that he used to implement the curriculum.

From the observation data (Appendix one – Milon) it is apparent that Milon was not congruent in his activities as instructed in the textbook. The textbook presented all the skills of reading, writing, speaking and listening activities. However, he followed only reading and writing activities and skipped the rest. He mentioned in the reading and writing activities that these two sections are important to practice as the learners will have to focus on them in the exam. However, he did not mention why listening and speaking is not important for them in the exam.

Firstly, I found Milon to engage the learners in reading activities. He instructed them to complete the exercises as instructed in the textbook. He also engaged the learners in translating the passages although it was not instructed in the textbook. However, he did not explain in the classroom why he focused on translating the passages from English to Bangla. There might be the influence of the traditional grammar translation method in the classroom activities of Milon. Translation activities are the key characteristic of the grammar translation method and Milon instructed the learners to translate the passages although the prescribed syllabus does not present any information of translation activities. As the previous language teaching curriculum was based on the grammar translation method and Milon was expert in it, he was influenced by the traditional language teaching system. Additionally, as Milon was not trained to teach the communicative curriculum, he might not understand how his instructions might improve the learners' reading competence in the target language. As a result, Milon's reading activities were not congruent with the instruction of the prescribed syllabus to implement the curriculum.

Then, Milon engaged the learners in writing activities as instructed in the textbook. However, he did not instruct them how develop their writing skill to achieve the competence in the target language. In this perspective, he might be influenced by the previous syllabus in the secondary curriculum as the teachers had to instruct the learners to memorise paragraphs and essays to implement the previous (GMT) curriculum. Similarly, Milon instructed the learners to write paragraph on a particular topic which is either memorised or do not aim to improve competence level. However, the educational policy of

Bangladesh (2010) presented the communicative curriculum to improve learners' competence level in writing. Although Milon instructed the learners to write paragraphs and essays in the classroom, his aim was not to develop the competence level of the learners in the target language. Therefore, the writing activities of Milon in the classroom were not congruent with the instructions of the prescribed syllabus to implement the principles of communicative curriculum.

Finally, I found him to skip the other two skills of communicative competence in the target language. Although he touched on the speaking activities, he did not follow the instruction of the textbook. For example, he did not engage the learners in pair work or group work for speaking activities rather he asked them questions to answer. However, the communicative language teaching approach aims to improve learners' speaking skills through the interactions between teacher and learners and learners and learners. In the speaking activities of Milon, there were no interactions between teacher and learners or learners and learners. Milon only asked a single question to each student without the aim of improving competence level of learners in speaking. Therefore, the speaking activities of Milon in the classroom were not congruent with the instruction of prescribed syllabus to achieve the competence level in the target language. Then he skipped the listening activities and informed the learners that listening is not important for their exam. Although listening is one of the key skills of communicative competence, he did not instruct the learners to practice listening activities. There might be two reasons not to instruct the learners to improve the listening skills. Firstly, Milon might be influenced by the different exam system than the prescribed syllabus which does not focus on listening activities. Secondly, as the government did not provide enough materials for listening activities, he might be obstructed to implement the prescribed syllabus in the classroom.

The overall observation in Milon's classroom activities is that he instructed the learners in reading and writing activities and skipped speaking and listening activities to implement the curriculum as instructed in the prescribed syllabus.

### **5.5.2. Factors influencing Milon to implement the curriculum**

This section reports the interview data with Milon. I had interviews (pre-observation and post- observation) with him in which I had discussion on why he did not follow the text book instructions fully in his class. The interviews are analyzed under the following themes:

### **1) Views on teaching reading**

Milon was focused only on reading and writing activities with his learners. Teaching reading was confined to silent reading, translating the passage and writing comprehension questions. In the reading passage tasks he never followed the strategies of reading instructed by the prescribed syllabus. Therefore, I asked why Milon was incongruent with the instruction of prescribed syllabus to apply the communicative approach of teaching in reading activities according to the curriculum. He expressed:

‘I focused on reading comprehension tasks because the examination is based on reading questions. It tests the learners’ ability to answer questions from a reading passage. So, in my class I try to prepare the learners well for the exam.’

When I asked him why he chose translation of the reading passage instead of following the reading strategies, he explained that:

‘I’m working here for some years and I observed that for the particular group of learners I teach here, translation is the most effective way to comprehend the reading passage. I try to make things easy for them and that is why I take help of their mother tongue so that they feel comfortable. My observation is that when they use Bangla, they understand the passage far more quickly than any other way and in this way they like to prepare for exam.’

The above analysis reveals the crucial aspect of English language teaching in rural areas of Bangladesh. It is found that traditionally the classroom teaching is highly exam-oriented; whatever is important for exam is practiced and other things are skipped. The purpose of learning is towards better exam scores rather than mastering the language itself. Therefore, Milon might have instructed the learners to prepare for the exam only rather than making them competent in the target language to fulfil the aim of the communicative curriculum. As he did not aim to make the learners competent in reading through their activities and encouraged them to prepare for the different type of exam from the objectives of the communicative curriculum, his classroom activities were influenced by the secondary exam

system. Moreover, as he is not trained to teach the communicative syllabus but expert in grammar translation method, he might be influenced by the traditional language teaching method and previous syllabus. If he would be trained to teach the communicative syllabus, he might have followed the instructions of the prescribed syllabus to implement the principles of the communicative curriculum.

## **2) The use of pair work and group work**

When I pointed to the absence of pair and group work in Milon's class, he said that:

'It takes time to instruct and organize the class for pair and group work and it makes the class noisy and sometimes unmanageable. I feel it is better to get them work individually. '

He claims that:

'The learners are not used to this sort of activities. I don't find any purpose of pair work or group work. Our aim is to complete the tasks in the easiest way. And we do it. And I observed the learners are well-prepared for exam in this way.'

What Milon is claiming here reveals the state of the traditional belief towards language teaching in the rural schools of Bangladesh. Through his explanation it appears that the classroom teaching is largely influenced by the traditional exam system. Milon might have aimed at preparing the learners for the exam and followed whatever is effective for the exam preparation although it is not relevant to the principles of the communicative curriculum. As he is not aware of the principles of the communicative curriculum, he did not realise the importance of pair work and group work although these activities are regarded as the speaking task in the communicative language teaching approach. If he would be trained to teach the communicative language teaching syllabus, he could understand the aim of pair work and group work activities. Therefore, as Milon did not understand aim of the prescribed syllabus and the principles of the communicative curriculum, he did not implement the instructions of the syllabus and his activities were not congruent with the objectives of the curriculum.

## **3) The use of Bangla**



When I asked him that according to the principles of the curriculum he would have to use English in his class, he explained:

‘ You know, we don’t care about using the foreign language in the classroom. It doesn’t help the comprehension of the lesson content and learners face difficulty with any explanation in English. And that’s why I choose to make the lesson easy for them through the use of Bangla. My aim is to help them understand the passage and prepare for exam. Therefore, I choose Bangla rather than English.’

The objective of the communicative language teaching approach is to improve learners’ speaking skill in the target language. Therefore, the teachers need to encourage the learners to speak in the target language in the classroom and facilitate them to overcome the difficulties. However, Milon did not encourage the learners to speak in English and did not understand the importance of using English in the classroom to implement the principles of the communicative curriculum. As the exam system is different from the objectives of the communicative curriculum, Milon focused the exam of the learners for their academic achievement rather than implementing the principles of communicative curriculum. As a result, Milon’s activities in the classroom were not congruent with the principles of the communicative curriculum and did not follow the instruction of the prescribed syllabus.

#### **4) The role of the exam**

Milon mostly focused on the role of the exam while teaching in the classroom. He explained:

“I find that exam scores are the most important aspect of language education in schools here. It is very important that the learners are well-prepared to answer the exam items.”

He also added that:

‘There is great competition in the exams. And we take it very seriously to make them competent for high scores. And therefore, throughout the year our classes are devoted to the practice of the exam items. And that’s why you have seen that we only focus on reading and writing activities.’

Therefore, it might be explained that Milon’s activities were completely influenced by the exam system of secondary education. Although Milon stressed the academic result of the

learners, his aim could be to implement the principles of the curriculum. However, the policy makers and curriculum designers did not organise an exam system that could be relevant to the principles of the communicative curriculum. Although they presented the prescribed syllabus to implement the curriculum, they might not consider how the exam might influence the teachers and how a similar exam could be organised. Additionally, if the teachers were trained to teach communicative syllabus in the classroom, they could prepare the learners for the exam and make them competent in the target language at the same time.

### **5) Views on listening**

When I asked Milon about his views on listening activities suggested in the textbook, he explained that:

“ The textbook suggests so many listening activities after each lesson but we never follow it because there is no such listening test in our schools. Therefore we don't deem it important to use the valuable class time for listening activities that have no function in yearly exam and board examinations.”

Listening is one of the skills of communicative competence. Therefore, it is important for the teachers to instruct listening activities in the classroom to implement the objectives of communicative curriculum. However, the existing English language testing and assessment system is different from the principles of the communicative curriculum. As the exam system focuses on the learners' academic achievement and the prescribed syllabus highlights the learners' communicative competence, Milon skipped listening activities in the classroom as he stressed on learners' exam result only. Therefore, the listening activities of Milon in the classroom were not congruent with the instruction of the prescribed syllabus to implement the principles of the curriculum.

### **6) Views on writing**

Milon's class was confined to writing paragraphs and essays and correcting errors of those written up. I asked him why he did not introduce creative writing through teaching writing strategies and why he put more emphasis on error correction.

He said that:

‘The learners don’t have the stock of vocabulary and language expressions to write creatively. And it is important to correct their errors because they will lose marks in the board exams if they write wrong English.’

He also added that:

‘ We provide the good sample paragraphs and essays from the supplementary answer book to make sure they will correct English in the exams. ’

Milon instructed the learners to complete writing activities as well as to prepare for the exam. However, the aim of his writing activities is different from the principles of the communicative curriculum as his activities focused on the learners’ exam only. The communicative curriculum presented the prescribed syllabus to improve learners’ writing competence level in the target language although this objective has not been presented through the exam system by the curriculum designers. Therefore, although Milon followed the instructions of the prescribed syllabus in the classroom, the aim of his writing activities in the classroom was not congruent with the principles of the communicative curriculum.

In a brief, the activities of Milon in the classroom were partly congruent with the prescribed syllabus. However, his activities were not congruent with the principles of the communicative curriculum.

### 5.5.3 Summary of Milon’s Classroom Activities

Table - 5

Participant	Milon
Lessons	Unit six and seven
Expected skills	Reading, writing, speaking and listening
Focused skills	Reading and writing
Skipped Activities	Speaking and listening
Classroom Language	Bangla
Classroom type	Teacher-centred, exam-oriented

Experience	Twenty two years
Materials	Prescribed syllabus and local guide books
Training	In-service training
Classroom Size	40-50 learners
Teacher's qualification	Masters in English

Milon is the last participant of the research. He took in-service training to implement the curriculum. However, he was influenced by the conventional exam system and the grammar translation method. He followed the prescribed syllabus (CLT) although his teaching activities were teacher-centred. Moreover, he focused on only two skills of the target language and skipped speaking and listening skills. Therefore, the principles of the communicative curriculum have not been implemented in Milon's classroom activities.

To sum up the analysis, it might be argued that the teachers' activities in the classroom were not congruent with the principles of the communicative curriculum. It was found from their activities that the teachers were influenced by the exam system while implementing the curriculum. Although the government provided a prescribed syllabus to implement the communicative curriculum in the classroom, the exam system does not match with the principles of the curriculum. As the guardians, learners and schools aim at better performance in the exam, the teachers had to prepare the learners for their exam and focus on the exam system. As a result, the teachers fail to implement the instructions of the prescribed syllabus to fulfil the objectives of the curriculum. Additionally, the majority of the teachers are not trained to teach the communicative curriculum and they applied the grammar translation method in the language teaching classroom to implement the curriculum. As a result, the teachers mix the principles of grammar translation method with the communicative approach in language teaching classroom to implement the communicative curriculum. Moreover, the teachers are influenced by the cultural factors such as affection towards native language and weakness towards the target language. In the communicative language teaching approach, the teachers are expected to be competent in the target language. However, the teachers of this study were not confident enough to

speak in the target language to encourage the learners to interact in English. Moreover, the teachers have emotional feelings towards their mother language because of the historical language achievement of independence from Pakistan. The teachers also feel that the learners do not have their ability to interact in the target language to implement the principles of the curriculum. Finally, the teachers would be able to implement the principles of the communicative curriculum if they had enough support from the government and the curriculum designers. The higher authority did not consider the influential factors before presenting the curriculum that affected the teachers to implement the curriculum. Therefore, the teachers' activities were not congruent with the principles of the communicative curriculum as the government did not provide enough support and did not take pre-steps to implement the curriculum. Moreover, the educational policy (2010) was not congruent with the exam system to encourage both the teachers and learners to implement the principles of the curriculum in the classroom.

## **Chapter Six**

### **6. Discussion**

The previous chapter focused on the activities of five teachers in the classroom and then presented an insightful understanding of their engagement with the learners that they had to apply to implement the curriculum. This section highlights the findings of this study that was explored from the observation of the classrooms and interviews with the teachers in relation to the research questions. This chapter is divided into two sections. The discussion of the first section will highlight the activities of teachers in the classroom in relation to the curriculum principles and the second one will focus on the contextual issues that influence the teachers in their activities to implement the curriculum.

#### **6.1. Teachers' activities and curriculum principles**

There might not be any previous investigation before this study about how the teachers implemented the curriculum following a prescribed syllabus although the communicative curriculum was presented in the secondary education level in Bangladesh more than a decade ago. Therefore, it is important in this research to investigate how the curriculum is implemented in secondary education of English language teaching. The research focused on the activities of five teachers in the classroom and investigated to what extent their activities are congruent with the principles of prescribed syllabus of English language teaching in the communicative curriculum. The study also highlighted other factors that influence the teachers' activities to implement the communicative curriculum.

The activities of the teachers are presented in each observation analysis and compared with principles of the prescribed syllabus of the current curriculum in the last chapter. On the basis of the observation, the teachers were interviewed according to the questions that were raised for their activities in the classroom. For example, I found in the observation that all the teachers skipped the listening activities which were then focused on in each interview with the teachers. Then, only Babu was found to engage the learners in speaking activities such as pair work and group work and others skipped these which helped me to ask the teachers for the reason of engaging and skipping speaking activities. Additionally, all

the teachers were found to engage the learners in reading and writing activities which encouraged me to ask the teachers regarding these issues in the interviews. Moreover, Evan was found in the observation not to follow any principles of the prescribed syllabus of the current curriculum in the classroom which pushed me to ask the questions in the interview. The analysis of each observation and interviews identified that the activities of the teachers in the classroom were congruent to some extent with the prescribed syllabus that prepared the learners for their exam. However, the activities of Babu were completely congruent with the objectives of the prescribed syllabus although he did not engage the learners only for exam oriented activities. Therefore, it appears that the teachers engage themselves in their classroom activities only to prepare their learners for the exam rather than making them communicatively competent in the English language.

Although some aspects of the curriculum were implemented according to the principles of the prescribed syllabus, the activities of the teachers in the classroom did not reflect the principles of the curriculum in most cases as intended. The objective of the curriculum was to implement learner-centred communicative language teaching in English language classroom. However, there was found teacher-centred activities in the classroom to implement the principles of the prescribed syllabus. Additionally, although the focus of the curriculum is to enable the learners to communicate in the English language, the observation report reveals that the teachers did not engage and encourage the learners to speak in English. Rather, the teachers instructed in their native language (Bangla) and allowed the learners to speak in their mother tongue. Only Babu was found to speak in English in the classroom although he allowed the learners to speak in Bangla.

The prescribed syllabus of the curriculum presented all the skills of target language such as reading, writing, speaking and listening to implement the principles of the communicative language teaching approach. The teachers were found to instruct the learners differently from the objectives of the communicative curriculum in reading activities. For example, Milon read the whole passage and translated it for learners line by line while Amin instructed the learners to translate the passages line by line one after another. The teachers were also found to advise the learners to read the whole passage and answer the questions of the reading passages. Furthermore, they engaged the learners to learn word meaning or vocabulary activities although it was not instructed by the prescribed syllabus. These

activities are not congruent with the principles of communicative language teaching approach which is the main focus in this communicative curriculum. However, the in-depth understanding in the interviews reveals that the teachers instructed the learners in different styles in order to prepare the learners for the exam rather than making them communicatively competent as intended in the curriculum.

The prescribed syllabus of the curriculum presented writing activities for communicative purposes but did not provide any instructions how the teachers will implement them in the classroom. It might not be the lacking of the prescribed syllabus as the Boards of curriculum promised to provide the teacher's book immediately three years ago although this did not prevent them from instructing the teachers to implement the objectives of the curriculum. Therefore, teachers might not understand how they will have to instruct the learners for writing activities. As a result, the teachers suggested the learners to write paragraphs and compositions only to prepare them in the exam without fulfilling the objectives of the communicative curriculum.

The prescribed syllabus also presented listening activities in a majority of the sections but the teachers skipped those sections. The reason of skipping the listening sections was investigated in the interviews and it was identified that the curriculum designers did not provide any listening materials for practice in spite of presenting listening activities. Moreover, the teachers did not engage the learners in listening activities as there is no listening test in the final exam. As there was mismatch between the exam system and the principles of the intended curriculum, the teachers did not consider the objectives of the communicative curriculum and skipped listening activities in the classroom.

The characteristics of the grammar translation method presented by Larsen-Freeman (2010) could be found in the classroom activities of the teachers of this research. For example, the teachers instructed the learners to translate the passages from English to Bangla. They also engaged the learners in vocabulary learning. Additionally, the teachers concentrated on correction of sentences and questions rather than developing competence levels of learners. Therefore, these activities ascertained the scenario that the teachers went back to grammar translation method in the classroom to teach the target language rather than implementing the principles of the communicative curriculum in the classroom.

Like the study of Orafi (2008), the teachers of this study are seen to use their native language in the communicative classroom. Additionally, the teachers allowed the learners to



speak in their native language and did not encourage them to use the target language in the classroom. As a result, the learners interacted with each other and with the teacher using their native language without following the objectives of the communicative approach. Therefore, the intended principles of the curriculum have not been implemented as instructed in the prescribed syllabus.

Some researchers (e.g. Chapman 1997; Fullan 2001) argue that a curriculum might not be implemented as intended for many reasons. For example, the study of Orafi (2008) investigated teachers' practices and beliefs in relation to curriculum innovation in English language teaching in Libya. The researcher observed the classroom activities of the teachers and took follow-up interviews to explore the result of the study. The finding of the study revealed that the teachers did not implement the curriculum as instructed by the curriculum designers. They implemented the curriculum according to their beliefs and considered the contextual factors while practising in the classroom. Similarly, the present study found that the teachers were not congruent with the instructions of prescribed syllabus and were influenced by other factors to implement the curriculum in the classroom.

The study of Wang (2002) also investigated the practices of Taiwanese English language teachers in the classroom in relation to the curriculum. The researcher took interviews of six teachers to explore the result of the study. The research explored that the curriculum instructed the teachers to implement communicative language teaching in the classroom. However, the teachers are influenced by the earlier language teaching method (Grammar Translation Method) to implement the current curriculum. Similarly, the present study reveals that the teachers are influenced by the Grammar Translation Method (GTM) to some extent as some teachers engaged the learners in grammar and translation activities rather than implementing the communicative language teaching approach in the classroom.

A multiple study of Nunan (2003) on the effects of English as a global language was conducted in Vietnam, China, Taiwan, Malaysia and Hong Kong. The data collection was conducted by document analysis and interviews with 68 participants. The result of the study found that English language policy and curriculum have been implemented in these countries considering the other aspects outside the classroom. Similarly, the present study

reveals that the educational policy and teachers' activities are not congruent to implement the principles of the communicative curriculum in the classroom.

Gorsuch (2000) conducted a study in relation to teachers' perception towards the impact of English educational policy on their classroom practices. The researcher collected data of the research through a questionnaire survey from 876 High school teachers in Japan. The result of the study explains that the English educational policy emphasises learner-centred communicative language teaching. However, the teachers expected a teacher-centred classroom and that students should memorise, engage on writing oriented classroom and focus on accuracy rather than achieving communicative skills. Therefore, there was a mismatch between the educational policy and teachers' belief and practice in English language teaching in Japan. Similarly, the analysis of the present study reveals that there is a mismatch between curriculum principles and teachers' activities in the classroom.

O'Sullivan (2004) also conducted a study on curriculum innovation in Namibia. The researcher collected data through observation, interviews, exam documents and assessment of learners' work. The principles of the curriculum were supposed to implement a learner-centred approach in English language teaching in Namibian context. However, the result of the study explains that there is a mismatch between the curriculum principles and implementation. The study of Karavas-Doukas (1995) also found a mismatch between curriculum innovation and teachers' practice in the classroom.

The findings of this study are based on analysis of teachers' activities in the classroom. It was investigated what the prescribed syllabus of the curriculum instructed the teachers to implement in the classroom and what activities the teachers actually implemented. It enabled me to compare between teachers' activities and curriculum principles. The observations also enabled me to identify the questions for interviews to ask the teachers about the factors that influence them to implement the curriculum in the classroom.

## **6.2. Factors which influence teachers' activities**

The classroom observations of the teachers' activities in this research present what the teachers do in the classroom. However, examining only the interpretation of the classroom

observation might not enable us to understand why the teachers follow certain ways to implement a curriculum. Borg (2006) argues that observation does not provide enough information to know what the teachers know and believe about a particular curriculum. He also added that a researcher should seek further assistance to collect more complete data for a research. Frechtling (2000) also argues that it is not only important to observe the activities of the teachers in the classroom but also talk to them about their decisions. Similarly, Breen et al (2000) argue that we might not be able to identify the reason why the teachers instruct in a particular way to implement a curriculum. Therefore, further assistance is required to know the intention of the teachers' activities. As a result, I took interviews with the teachers after their classroom observation to know what factors influence them to implement the curriculum in the classroom. The report of the observation and interviews of this research identified some influential factors that affect the teachers to implement the principles of the curriculum. Firstly, the researcher found a mismatch between the principles of the communicative curriculum and teachers' activities in the classroom because of the exam system in secondary education. The educational policy of Bangladesh (2010) presented communicative curriculum so that the teachers will have to focus on reading, writing, speaking and listening activities to improve learners' competence level in the target language. Unfortunately, the educational Boards arrange an English test based on reading and writing only. Then, the curriculum designers presented a prescribed syllabus according to learners' competence level. However, the teachers explained in the interviews that the learners' competence level is lower to achieve the aim of the curriculum. Additionally, the teachers are not proficient enough to implement the communicative curriculum. Therefore, they need to be trained before teaching the communicative curriculum. All these issues need to be discussed to understand the result of the study. The following sections highlight the influential factors that affect the teachers to implement the curriculum in the classroom.

### **6.2.1. The exam system**

The interviews with the teachers in this study pointed to a mismatch between the exam system and the aim of the curriculum. The exam system focuses on reading and writing skills. However, the prescribed syllabus presented reading, writing, speaking and listening activities. Although the curriculum aims to improve the learners' four skills of reading,

writing, speaking and listening in the target language, the exam system influenced the teachers to focus on reading and writing skills skipping the other two parts. Therefore, speaking and listening test are not covered by the exam system as these two tests will not be appropriate through the reading and writing test. The interviews' reports also reveal that the teachers are to prepare the learners for the exam and focus on reading and writing paying no attention to developing learners' communicative ability. Moreover, these tests cover passage comprehension, vocabulary test, matching, writing paragraph, letter and essays (Appendix). Therefore, lessons of the prescribed syllabus and test system do not match to fulfil the aim of the communicative curriculum. A similar mismatch could be seen in the study of Agrawal (2004) in India. This neighbouring country also aimed to implement communicative curriculum in secondary education in English language teaching like Bangladesh. However, the exam system of India is similar to the Bangladeshi educational system which leads the teachers to focus on learners' exam preparation rather than communicative skills. Another neighbouring country 'Japan' also aimed to implement a communicative curriculum in its English language education. However, the study of Gorsuch (2000) reported that there was a mismatch between the exam system and the aims of the curriculum in English language teaching in Japan.

Some researchers (e.g. Andrews 2004; Cheng & Watanabe 2004; Choi 2008) claim that the exam might play a very important role to engage the teachers in their classroom activities. Lamie (2004) also argues that if the teachers think that the exam will play an important role on learners' life, they might take it as their moral responsibility to prepare their students for the exam. Similarly, the teachers' activities in this study revealed that the exam is important for their learners rather than communicative skills. They also believed that the learners might be able to improve their communicative skills in future. Therefore, it is evident from the above discussion that there is a mismatch between the exam system and the aims of curriculum in English education in secondary level in Bangladesh which influences the teachers to implement their activities in the classroom.

### **6.2.2. Lack of training and development**

Carless (1998) argues that it is very important for the teachers to understand the communicative curriculum before implementing it. However, there was little understanding among the teachers about the curriculum they were implementing. Additionally, they did

not receive enough support and training on the communicative curriculum to implement it in the classroom. Therefore, they went back to teacher-centred classroom activities and which reflected the grammar translation method that they previously followed rather than focusing on the communicative language teaching method.

Johnson (2006) explains that teacher trainers or educators should not ignore the teachers' prior experiences as they are very influential in implementing a new curriculum in the classroom. In this study it is revealed in the interviews and through the observations that the teachers are influenced by their earlier teaching experiences and engaged the learners based on prior experience as they were not trained for the new curriculum. Researchers (e.g. Timucin 2006; Wedell 2005) argue that there should be links between the old and newly proposed activities in the classroom through training programmes. However, the interviews of this study reveal that the policy makers or higher educational authority of Bangladesh did not arrange a training programme to link their prior experience with the new curriculum. The Ministry of Education arranged an optional 2-3 days brief training session for the teachers to implement the communicative curriculum. These short sessions only introduce the teachers to the lessons of the prescribed syllabus and explain about the exam system. However, these sessions do not explain how the teachers need to instruct in a communicative language teaching classroom. On the other hand, the sessions do interpret the exam system of secondary education and explain how the learners might be prepared for the final reading and writing test. Therefore, these short training sessions are not enough to enable the teachers to implement the communicative curriculum in the classroom. As a result, the majority of the teachers do not understand the objective of the communicative curriculum and go back to their conventional language teaching system (the Grammar Translation Method). Therefore, the teachers of this study failed to implement the communicative curriculum as intended being influenced by their old experience and because of lack of training. These short sessions (training) could be helpful to the teachers to teach if these sessions could introduce the teachers with the objectives of the communicative language teaching approach. Then the teacher would understand the difference between the exam system and the principles of the communicative curriculum and could act accordingly.

### **6.2.3. Beliefs about learners**

I mentioned in the observation analysis that the learners use Bangla in the classroom to interact with the teacher and each other. The teachers of this study informed that they did not use English in the classroom as the learners might not be able to communicate in English language. The study of Liu et al (2004) investigated the practices and beliefs of Korean teachers in the classroom to maximize English use. The findings of the analysis revealed that the teachers felt that the learners have difficulty to understand and express themselves in English. As a result, the teachers do not use English in the classroom. Another study of Li (2001) investigated the challenges of teachers of English to implement a new curriculum in Korea. The result of the study explored that the teachers found it difficult to implement the communicative curriculum because of the learners' low level of English.

I found in this study that the learners might have a low level of English speaking ability. However, there was negligence among the teachers to use English in the classroom. Additionally, the teachers are not used to speaking in English and they might have difficulties as well to interact in English with the learners. If the teachers would encourage the learners to use English, they might be able to interact with the teachers and others. For example, I found Babu to use English and encourage the learners to speak in English although he allowed them to use Bangla if they feel difficulty. I found that the learners were able to interact with Babu and other learners in English. Therefore, it might be argued from the above discussion that the implementation process of the curriculum was influenced by teachers' belief about learners' low level of English language ability.

#### **6.2.4. Beliefs about teachers**

The teachers also expressed their concern about the teachers' ability to implement the communicative curriculum in Bangladesh. They explained that the teachers do not have either their English language ability or knowledge to implement the present curriculum. For example, all the teachers except Babu doubted that they might not have English language speaking ability to implement the curriculum. Babu also doubted that the teachers do not have clear ideas about the curriculum. Therefore, there is a mismatch between the expectation of the curriculum from the teachers and their ability to implement the curriculum.

In the observation of this study I found that the teachers engaged the learners in reading and writing activities skipping the exercises of speaking and listening sections. Chacon

(2005) argues that English language teachers need to have adequate knowledge not only in reading and writing activities but also in speaking and listening skills to engage the learners in English language learning through communicative language teaching. However, a mismatch could be seen between the teachers' abilities and curriculum's expectation from the teachers in many research studies (e.g. Al-Hazmi 2003; Hu 2002; Li 2001; Nunan 2003) to implement communicative language teaching. Similarly, this study reveals that the teachers believe that they do not have the ability to implement the communicative curriculum in the classroom in English language teaching in the secondary education of Bangladesh. However, the government did not consider this problem before implementing the curriculum. The teachers could improve their level to be proficient enough to teach the communicative curriculum if the government would consider and arrange training sessions according to their skills in the target language.

#### **6.2.5. Prior experience**

Teachers' prior experience might influence their activities in the classroom (Spillane et al 2002). Similarly, the analysis of this study reveals that the teachers were influenced by their prior experience. For example, the prescribed syllabus of the curriculum did not mention anywhere to focus on translation, grammar, vocabulary learning and memorisation. However, the teachers engaged the learners in translation, grammar, vocabulary learning and memorisation of rules. I asked Evan in the interview about not following the prescribed syllabus and he explained that he used to follow grammar translation method in the previous curriculum. Additionally, the teachers were not trained to focus on the communicative curriculum and were not instructed how the traditional language teaching approach could be linked to the new one. Several researchers (e.g. Borg, 2006; Keys, 2007; Smith & Southerland, 2007; Spillane et al., 2002) claim that policy makers and curriculum designers should recognise how the teachers might interpret, modify and implement the curriculum on the basis of their prior experience. However, the analysis of the observations and interviews reveals that there are discrepancies between the instructions of the prescribed syllabus and the activities of the teachers because of the influence of their prior experience.

#### **6.2.6. Resources**

McGrath (2002) argues that teaching resources play an important role in teaching and learning a target language. However, Brown (1995) explains that a curriculum might not be implemented if there is scarcity of resources for the learners and teachers in the classroom. In this study it was found in the observation that the teachers did not engage the learners in listening activities. I tried to explore the reason in the interviews. The teachers explained that the Ministry of Education did not provide them any materials for listening activities. As a result, the teachers skipped the listening sections and failed to implement the curriculum as intended. Therefore, it might be argued that the policy makers, educational authority and curriculum designers did not consider about the scarcity of resources and did not provide enough materials to implement the curriculum. If the educational authority could provide relevant materials according to the prescribed syllabus, the teachers would be able to implement the curriculum successfully.



## **Chapter Seven**

### **7. Conclusion**

This chapter presents a brief summary of the findings in relation to research questions, limitations of the research, contributions of the research and suggestions for further research. They are presented below.

#### **7.1. Summary of the findings**

The study investigated the activities of teachers in the classroom and compared them with the recommended activities in the curriculum. It also highlights the factors that influence the teachers for their classroom activities. In order to investigate the activities of the teachers to implement the curriculum, the classroom activities of each teacher were observed in five to six lessons. Afterwards the interviews were conducted with the teachers for in-depth understanding about their activities. Additionally, the attempt was taken through interviews to explore the factors that influence the teachers to implement the curriculum. As a result, the teachers had a chance to explain why they followed a particular approach and why the others did not implement the curriculum.

The analysis of the study clearly highlights that a part of the English language curriculum is being implemented in the secondary education of Bangladesh instead of a complete application in the classroom. The analysis of the observation reveals that the lessons are teacher-centred and the teachers go back to their previous language teaching approach (the Grammar Translation Method). For example, the teachers read the passages loudly for the learners, translated for them, instructed them to translate line by line, asked word meaning and finally asked and told the right answer of the questions in the reading activities. They did not engage and monitor the learners although the lessons were supposed to be learner-centred as recommended by the curriculum.

Then the teachers did not engage the learners in pair work and group work as intended in the curriculum to encourage the learners in speaking activities. The teachers did not even interact in English with the learners and allowed them to communicate in Bangla with teacher and other learners. They also did not explain to the learners how they would have

to write to achieve communicative ability. Finally, all the teachers skipped the listening sections as the learners do not need to be skilled in listening for the exam.

The study also pointed the factors that influence the teachers to do certain activities in the classroom. Firstly, the teachers did not follow the instructions of the prescribed syllabus as the exam system is different from the activities of the teachers as intended in the curriculum. The teachers revealed in the interviews that they did not engage the learners in speaking and listening activities as the final exam papers are based on reading and writing skills only. Then, there is scarcity of listening materials and the authority also does not provide resources for listening activities. Furthermore, the authorities did not provide the teachers' book to follow the prescribed syllabus and engage the learners as intended to implement the curriculum.

The analysis of the interviews also reveals that the teachers and learners' ability are responsible to implement the curriculum. The teachers explain that the learners do not have sufficient ability to interact in the target language. Furthermore, some teachers may also not be able to deliver lectures and communicate with the learners in English to encourage the learners to speak in the target language. In this case, the use of the native language of the teachers and learners in the classroom is regarded as an obstacle to implement the curriculum as intended.

The lack of understanding of the curriculum's principle is regarded as a consequence of lack of training programmes for the teachers for the communicative curriculum. The interviews reveal that the policy makers and curriculum designers presented the communicative curriculum but did not organise pre-service and in-service training programmes for the teachers to implement it in the classroom. Moreover, the prior experience of the teachers on the grammar translation method influences them to implement the communicative curriculum. Furthermore, the teachers do not know what communicative language teaching is and how they need to perform in a communicative classroom. Therefore, the result of the study points that the teachers are not trained for the communicative curriculum and influenced by their prior experience which are hindrances to implement the principles of this curriculum.

## **7.2. Limitations of the research**

The limitations of this study need to be acknowledged in this section. The first limitation of this study is the site of the fieldwork. A particular rural area was chosen for this research. The result of the study points that the curriculum was not implemented successfully because of the lack of teachers' training, lack of teaching materials, teachers and learners' inability to speak in English, a different exam system and influence of the prior teaching method. However, the result could be different if it was investigated in the urban areas.

Another limitation of this study is that the interviews are conducted in Bangla and translated into English. Although I checked the translation data with my friend, there might be some mistake in the translation process. However, I am confident that the data are presented without misinterpretation.

The limited time of the fieldwork could be regarded as another limitation of the research. The classroom activities were observed only in five to six classes of each teacher. Within this short period something might have been missed to observe all the activities of the teachers. It could be possible to present the real picture of the teachers' activities in the classroom if there was an opportunity to observe the classes for one to two years.

My familiarity in the local areas of the project could be considered another limitation of the study. As the teachers knew me personally, they tried to make me happy doing their everyday classroom activity differently. As a result, I failed to pick up real picture of the teachers activities. If I was not familiar with the teachers, the result of the study could be different.

Finally, the study was conducted with only five teachers. However, the findings of the study could be different if it would be possible to collect the data from a large number of teachers. If the study would involve large number of teachers, they could present positive results for this research.

### **7.3. Contributions of the research**

The research contributes in the field of English language teaching in Bangladesh. The contribution of the research could be pointed out in the following:

- The research identified that there is mismatch between teachers' activities in the classroom and the principles of the curriculum. The study also found that the mismatch appeared in teachers' activities because of lack of awareness of the policy

makers. The analysis of the study reveals that the policy makers need to be careful while presenting a curriculum. They should consider whether the policy will be appropriate for the new curriculum and the teachers to implement in the classroom. This study will help the policy makers of Bangladesh to decide what they need to do to avoid any mismatch and how they might be able to present a suitable curriculum for the learners and teachers in Bangladesh.

- The research also identified that the quality of the curriculum is higher than the level of learners' and teachers' ability in English language. The policy makers did not consider the level of learners and teachers while presenting the curriculum. The analysis of the study points that the policy makers should consider about the learners' and teachers' ability before producing and presenting any curriculum. Therefore, this study will enable the policy makers to present an appropriate curriculum for the learners and teachers according to their level.
- The research also found that there is mismatch between the prescribed syllabus and the exam system. The teachers failed to implement the curriculum because of difference between the curriculum principles and the exam system. This study will help the policy makers and curriculum designers to keep consistency between the exam system and curriculum principles.
- Finally, the study reveals that the teachers are influenced by their prior experience to implement the curriculum. As a result, the teachers went back to grammar translation teaching method because of lack of training and development in the communicative curriculum. Therefore, this research will encourage the policy makers and curriculum designers to arrange training for the teachers before instructing them to implement the communicative curriculum in the classroom.

#### **7.4. Suggestions for further research**

Although the research contributes in the field of education and helps the policy makers and curriculum designers of Bangladesh to develop the curriculum in secondary education, it would be suggested to continue further research in future for educational improvement in Bangladesh.

As the research identified problems such as lack of teachers, large classrooms, different exam system, lack of teacher training and lack of teachers' language proficiency to implement the communicative curriculum, further research needs to be conducted in these areas. Firstly, these issues could be addressed in part through the recruitment of native and non-native English language teachers. However, the government might be reluctant to employ experienced native speakers to implement the communicative curriculum because of the higher payment that this would necessitate. Therefore, the government could recruit a few experienced native English language teachers to train the teachers in the capital only. These teachers could be regarded as 'model teachers'. These model teachers then might train other teachers in the rural areas all over the country. Moreover, the administration of each local area could arrange seminars for the English teachers to share their ideas on implementing the curriculum. Additionally, the teachers might observe each others' classroom activities and receive feedback from their colleagues to improve their teaching skills.

I felt after the fieldwork that the government should change the exam system. The Ministry of Education could suggest the Exam Boards to arrange speaking and listening tests along with the reading and writing tests. As the first paper exam is based on reading and writing tests only, the planners could design speaking and listening tests in the second paper. Finally, the teachers could focus on speaking and listening skills in the classroom to implement the principles of the communicative curriculum.

The research focused on curriculum implementation in the secondary level education in Bangladesh. However, I would suggest for this type of further research in future in Bangladesh and elsewhere. Then this research focused on teachers' activities to implement the communicative curriculum, I feel after conducting this research that further research should be conducted on learners' activities to implement the curriculum successfully. Finally, further research should be conducted on policy makers and curriculum designers' responsibilities to present a communicative curriculum and implement successfully.

## **7.5. Personal development**

To conclude I present in a brief how this study contributed for my own development as a researcher.

I began to conduct this study as a novice researcher. I did not have any knowledge of doing a qualitative research. I just had basic knowledge of research method when I did my Masters from University of Brighton. As the Masters degree was a taught programme in Brighton, I used to depend on the supervisors completely. However, this work helped me to improve my research skills and ideas. While doing the research I went through many methodological books to complete the chapters of research design and analysis. I would not have studied on research method and how to do analysis if I would not do this research. Besides, my supervisors advised me that I will have to complete this research by myself to prove that I can complete any project successfully. Moreover, as I went through many books and journals for this research the research made me confident that it will help me to complete my Phd easily very soon.

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## **Appendix One**

### **Classroom observation**

Amin's classroom activity

Episode 1

Investigation into teachers' practice in relation to curriculum implementation in ELT in Bangladesh.

Amin: (In Bangla) Today we will practice the lesson one of unit seven as I said you in the last class. Did you go through the lesson at home?

Students: yes sir.

Amin: (In Bangla) Ok. Good. Can you translate the passage line by line one after another? You start.

Students: Translating line by line.

Amin: (In Bangla) Helping to overcome the obstacles.

Amin: (After translation of the passage) Now I will ask you the questions and you will answer. (In Bangla).

Amin: (read the questions) who know the answer?

Students: Raise their hands who know.

Amin: (listen the answer) Thank you. Sit down.

Section B

Pair work and group work

Amin: you do not need this.

Section C, D, E (Listening)

Amin: you do not need them.

Amin: In the next class we will practice lesson 2. It is your home work. Thank you. See you tomorrow.

Episode 2

Amin: (In Bangla) did you read for today's class?

Students: Yes, sir.

Section A

Amin: It is not necessary for your exam. It asks about these two pictures to have your assumption.

Section B

Amin: Ok. Did you find any known words in this passage?

Students: Asked about four to five words.

Amin: Explained.

Amin: Read the passage for five minutes silently. Then I will ask to translate.



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Students: Ok.

Amin: (5 minutes later) Are you ready now?

Students: yes, sir.

Amin: Ok. You will translate one line after another. You start.

Students: (Translate one after another).

Amin: Helps if anyone has difficulty to translate.

Amin: Now you will have to choose the right answer from the questions. Amin reads the multiple choice questions one by another and asks the answers.

#### Section C

Amin: I will read the sentences and you will answer if they are true or false.

Students: Raise their hands who know the answers and tell to Amin.

#### Section D

Amin: you need to write the answer of these questions. However, you do not need to write. I will ask the questions and you will tell me the right answer as we do not have enough time.

Students: ok, sir.

#### Section E

It mentions that the teacher will have to ask some questions on the basis of the passage and the learners will response. However, Amin did not ask the learners any questions.

#### Section F (Writing)

Amin: We do not have enough time for writing today. We will practice it some other day. Tomorrow we will practice lesson 3. See you tomorrow.

### Episode 3

#### Section A

Amin: Did you read at home?

Students: Yes, sir.

Amin: Did you get any unfamiliar words?

Students: No, sir. (some of them).

Amin: It is very small passage. But it is very important for your exam. Translate one line after another. You start.

Students: (Translates)

Amin: Now match sentences of the table.

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Students: (wrote the sentences)

Amin: (Checked some of them. Then he told the right answer to the students.)

Section B

Amin: Make the sentences into interrogative.

Students: (Wrote).

Amin: (Checked and told the right answers.)

Section C (Listening)

Amin: you not need this section. Tomorrow we will practice lesson 4.

Episode 4

Section A

Amin: Did you read the passage at home?

Students: Yes, sir.

Amin: Have you got any unknown words?

Students: (some students asked the meaning of words).

Amin: (Explained the meaning). Ok, translate the passage one line after another. You start.  
(students translated)

Amin: Now choose the right answer of the questions.

Section B

Amin: now find the right words from the passage according to the questions.

Section C (pair work)

Amin: you do not need this.

Section D (writing)

Amin: we will do it some other day. We do not have time today. Tomorrow will not practice lesson 5 as it is not important for you (listening). We will practice lesson six. It is a big passage but important for you. See you tomorrow.

Episode 5

Lesson 6

Section A (Pair work)

Amin: You do not need this.

Section B (reading)

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Amin: did you get any unknown word?

Students: yes, sir. (asked the meaning of words)

Amin: (explained). Now translate one line after another. You start.

Section C

Amin: now I will tell some information about the passage and you will identify them whether they are true/false.

Section D

Amin: Now read the questions and find the answer from the passage. (students wrote the answers and Amin checked). Tomorrow we will practice lesson 6. See you tomorrow.

Episode 6

Lesson 7

Section A

Amin: you do not need this.

Section B

Amin: Did you find any unknown words?

Students: yes, sir. (Amin explained the meaning of unknown words).

Amin: Read one line after another.

Section C

Amin: now check the true/false sentences according to the passage.

Students: (wrote the right answer of the statements).

Section D

Amin: Now write the answer of the questions according to the passage.

Section E

Amin: we will do it some other day (writing). See you tomorrow.

### Evan's classroom activity

Episode 1

Evan: (in Bangla) Boys and girls, I said you in the last class that we will practice "tense" in the classroom. Did you go through it?

Students: yes, sir.

Evan: (in Bangla) who can tell me what is tense?

Students: (raised their hands)

Evan: Ok, (pointed one student) can you explain?

Student: Explained

Evan: Alright. (then he explained again).

Evan: Now we need to know the classification. Who knows about the classification of tense?

Students: Raised their hands and loudly said present, past and future.

Evan: Ok. Now I will define them and show you the example of these tenses. (he defined and provided example of each tense).

Evan: Each of these tenses got four classifications. (he explained)

Evan: (Explained how the learners can identify the tenses through Bangla).

Evan: Wrote the rule of form of each tense and presented one example of each tense.

Evan: asked the students to specify the tenses in the exercise.

Students: Specified.

Evan: checked and told the right answer before the class.

Evan: Now I will explain present indefinite tense. (he defined, explained the rules and presented form of the tense)

Evan: Can you do the exercise now?

Students: wrote and showed to Evan

Evan: Told the right answer before the class.

Evan: Tomorrow we will practise present continuous and perfect tense. They are your home work. Just go through them. We will learn in the class. See you tomorrow.

## Episode 2

Evan: (in Bangla) students, I said you yesterday to learn present continuous and perfect tense at home. Did you learn them?

Students: yes, sir.

Evan: can anyone define me the present continuous tense?

Students: raised their hands.

Evan: pointed at some of them to explain.

Evan: Listened and explained again.

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Evan: Explained the ways to know the present continuous tense in Bangla language.

Evan: Explained the rules of present continuous tense.

Evan: Wrote the form of present continuous on the board.

Evan: Asked students to do exercise.

Students: Did and showed to Evan.

Evan: Checked and told the right answers to students.

Evan: Now we will discuss present perfect tense. Who can tell me the definition?

Students: Raised their hands.

Evan: Pointed at some students to explain, listened them and interpreted their explanation.

Evan: Explained the ways of identifying present perfect tense in Bangla language.

Evan: Explained the rules of present perfect tense.

Evan: Wrote the form of present perfect tense and some examples.

Evan: Asked the students to do the exercise.

Students: Completed the examples and showed to Evan.

Evan: told the right answers to the students.

Evan: Tomorrow we will learn present perfect continuous and past indefinite tense. Have a look on them at home. See you tomorrow.

### Episode 3

Evan: (in Bangla) students, I said you yesterday that we will learn present perfect continuous and past indefinite tense today. Did you see them at home?

Students: yes, sir.

Evan: Who can define present perfect continuous tense?

Students: Raised their hands.

Evan: Pointed at some of them to speak. He listened and explained the definition again.

Evan: Explained the ways to identify present perfect continuous tense in Bangla language.

Evan: Explained the rules of present perfect continuous tense.

Evan: Wrote the form of present perfect continuous tense.

Evan: Wrote an example of present perfect continuous tense.

Evan: Instructed the students to do exercise.

Students: completed the exercise and showed Evan.

Evan: told the right answer to the students.

Evan: Now we will practice past indefinite tense.

Evan: can anyone define past indefinite tense.

Student: one student stood up and defined.

Evan: Explained again and gave an example.

Evan: Explained the ways to know past indefinite in Bangla language.

Evan: Explained the rules of past indefinite tense.

Evan: Explained the form of past indefinite tense.

Evan: told the students to do the exercise.

Students: completed and showed to Evan.

Evan: Checked the exercise and told the right answer to students.

Evan: Next day we will discuss past continuous and past perfect. See you tomorrow.

#### Episode 4

##### Past continuous and past perfect

Evan: (In Bangla) I said yesterday that we will learn past continuous and past perfect tense.

Did you read at home?

Students: yes, sir.

Evan: good. Now I will focus on past continuous tense. Who can define it for me?

Students: Raised their hands.

Evan: Pointed at some students to explain. He described again after listening.

Evan: Described the ways to know the past continuous in Bangla language.

Evan: Explained the rules of past continuous tense.

Evan: Explained the form of past continuous tense.

Evan: Presented some examples of past continuous tense.

Evan: Instructed the students to practice some exercises.

Students: Completed the exercises.

Evan: Checked the exercises and told the right answer to the students.

Evan: Now we will learn past perfect tense. Who will define for me?

Student: One student stood up and defined the past perfect tense.

Evan: Explained it again.

Evan: Described the ways to identify past perfect tense in Bangla language.

Evan: Explained the rules of past perfect tense.

Evan: Wrote the form of past perfect tense.

Evan: presented some examples.

Evan: Asked the students to do exercise.

Students: Completed and showed to Evan.

Evan: Checked their exercise and told the right answer to the students.

Evan: tomorrow we will learn past perfect continuous and future indefinite tense. See you tomorrow.

#### Episode 5

Past perfect continuous tense and Future indefinite tense

Evan: (in Bangla) Guys, did you go through past perfect and future indefinite tense yesterday?

Students: yes, sir.

Evan: First, we will learn past perfect continuous tense. Who can define it for me?

Student: One student defined.

Evan: Explained again.

Evan: Described the ways to know past perfect continuous tense in Bangla language.

Evan: Explained the rules of past perfect continuous tense.

Evan: Wrote the form of past perfect continuous tense on the board.

Evan: Presented some examples of past perfect continuous tense.

Evan: Instructed the students to do exercise.

Students: completed the exercise and showed to Evan.

Evan: Checked and told the right answer.

Evan: now we will learn future indefinite tense. Who can define it for me?

Student: One student stood up and explained.

Evan: Explained again.

Evan: Explained how to identify the future indefinite tense in Bangla language.

Evan: Explained the rules of future indefinite tense.

Evan: Wrote the form of future indefinite tense on the board.

Evan: Wrote some examples of future indefinite tense.

Evan: Told the learners to do exercise.

Students: completed the task and showed to Evan.

Evan: Checked and told the right answer to the students to match with their answer.

Evan: Tomorrow we will learn future indefinite and future continuous tense. See you tomorrow.

### Babu's classroom activity

#### Episode 1

#### Unit 1, lesson 4- Responsibilities

#### Section A (group work)

Babu: (In English) Guys, read the paragraph and discuss the answer of the following questions in your group. Try to use English rather than Bangla. When you got difficulties use Bangla.

Babu: was monitoring the group work, checking answers and helping the learners for correction.

#### Section B & C combined (reading and group work)

Babu: Now we will focus on reading. You will read the passage in group and identify the answers of the following questions and write them on your paper.

Students: ok.

Babu: was monitoring the class work of the learners, helping the learners to overcome the difficulties, checking their answer and correcting their answers.

#### Section D (pair work)

Babu: Now we will do the pair work. Look at the picture that these two kids are going to school by the side of a dust bin. Suppose this road is near your school. As students of this school what responsibilities to you think you have to get rid of this nuisance? Make a list on how you will discharge the responsibilities?

Students: listed

Babu: check the lists and added some extra for them on the black board.

Babu: We will work on unit 2 tomorrow. Have a look on it. See you tomorrow.



## Episode 2

### Unit 2, Lesson 1- Have you any favourite pastime?

#### Section A (group work)

Babu: Boys and girls, look at the pictures. Try to identify in your group what are the people doing here? When do people do these kinds of work? (try to speak in English)

Student: tried to speak in English while identifying the pictures.

Babu: Was monitoring the group work and encouraging the learners to speak in English.

#### Section B (Listening)

Babu: we supposed to play a CD to listen this dialogue. Unfortunately we did not get any from the authority. However, the dialogues are written here. You can read them and answer the questions.

Students: Ok, sir.

Babu: Checked their answers and provide correction.

#### Section C (Reading)

Babu: you supposed to read the passage and answer some questions. But we do not have any questions here. Probably it is mistake by the publisher. Still I will suggest you to read it for the other activities. Read it for few minutes.

#### Section D (Pair work)

Babu: Oh, I think the writers did not give any questions in the earlier section as they wanted to engage you in pair work. I can see the questions here. Can you work in pairs for these questions as you already went through the passage? Give your opinion to your friend.

Students: ok, sir.

Babu: was monitoring the class, listening the conversation of learners and giving feedback.

#### Section E and F

Babu: Guys, these two sections are linked to the reading section C. Now fill in the blank of section E picking the information from the passage and tick the statements of section F that are relevant to the passage.

Students: ok, sir.

Babu:( monitored the classroom and told the right answer to the learners). Guys, this lesson is very big. We will practice rest of the sections tomorrow.

### Episode 3

#### Unit 2, lesson 1

##### Section D

Babu: Boys and girls, read this section carefully. Then work in pairs based on the functions of section H.

Learners: ok, sir.

Babu: (monitored the activities of the learners and gave them feedback). Thank you, guys. Now we will do the writing activities.

##### Section I

Babu: Write a paragraph about your pastime following the information of the passage.

Learners: yes, sir. (they wrote around 20 minutes and showed to Babu)

Babu: (checked some learners' work and gave correction). Thank you. Next month we will practice some writing activities outside this textbook. It will help you to develop your writing skills. Tomorrow we will work on lesson 2. Try to have a look on it. See you tomorrow.

### Episode 4

#### Unit 2, lesson 2- Reading really helps!

##### Section A (group work)

Babu: boys and girls, read the following conversation. Discuss in your group and speak one of you on the theme of the conversation.

Students: Ok, Sir. (spoke one of them from each group).

Babu: (listened and gave final brief on it).

##### Section B (reading)

Babu: Now we will work on reading activities. Read the passage and write the answer of the questions for me.

Learners: (wrote and showed to Babu).

Babu: checked some of the papers and finally told the right answer before the class for all the learners.

##### Section C

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Babu: as you got information about two famous people in the previous section, describe their quality in the following flow charts. (students wrote and Babu checked and told the right answer before the class).

#### Section D

Babu: Now fill in the blank using the appropriate words from the box. The paragraph has been taken from the passage. As you understood and went through the passage it will be easy for you to complete the passage. (Babu checked some work and told the right answer before the learners).

#### Section E

Babu: Now work in pair and discuss who is better among the two persons in the passage is. (Babu monitored the classroom and helped the learners in their work). See you tomorrow.

#### Episode 5

#### Unit 2, lesson 3

#### Section A (Reading)

Babu: Guys, it is the reading section but we will practice rest of the section on the basis of this passage. Now read the passage and we will practice vocabulary in the next section taking some important words from here. If you have any problem, ask me.

Students: ok, sir.

Babu: now discuss the following words in the section B in your group. Try to write similar words as many as you can in your group.

Students: ok

Babu: (monitored and finally checked their worked and wrote some similar words for them on the blackboard).

#### Section C

Babu: again we will do group work but this time you will compare the experiences of people before 34 and after 55 according to the passage of section A. Need help let me know. (Babu monitored the classroom and helped the learners if they had any difficulty in their group work).

#### Section E (Speaking)

Babu: We did not focus on section D as it was similar to section C. Now we will highlight on speaking. One of you from each group will ask question on senior citizens to the members of your group and rest of you will reply one by one on the basis of the information of section A.

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Students: ok, sir.

Babu: (Monitored the class, helped the learners if they had any difficulties).

Babu: Thank you, guys. Next day we will work on lesson 4. Try to have a look on it at home. See you tomorrow.

### Bijoy's classroom observation

#### Episode 1

Unit 2, lesson 5 – Pastimes vary

#### Section A (Listening)

Bijoy: (in Bangla) this section is not important for your exam. So, I skipped this section. Let us focus on next section.

#### Section B (Reading)

Bijoy: (in Bangla) This section is important for you. You will translate one line one after another. Can you start for me?

Students: Translated one by one.

Bijoy: (after learners' translation) Now I will translate the whole passage for you. (he translated the passage reading loudly) do you have any confusion now?

Students: no, sir.

Bijoy: Now we will go for section C.

#### Section C (pair work)

Bijoy: its the summary of section B. Nothing is important here for exam. We will begin unit two tomorrow. Try to study at home. See you tomorrow.

#### Episode 2

Unit 3, Section 1- Mother's Day

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Section A (pair work or group work for speaking activities)

Bijoy: you do not need this section.

Section B, C & D (listening)

Bijoy: these three sections focus on listening. However, I did not see any arrangement of listening exam according to your syllabus. So, you do not need this section. We will skip them. Let's go to the next section.

Section E (writing)

Bijoy: This section is important for your second paper exam as you will have to write one paragraph in the exam. Can you write a paragraph on Mother's Day? Try to focus what you do on the day and how you help your mother with her housework.

Students: Ok, sir. (they wrote in 20-25 minutes and showed to Bijoy)

Bijoy: (Checked some of the papers and gave instant feedback and took rest of the papers with him). Guys, I took these papers with me for my feedback. You can collect them tomorrow from the office. Tomorrow we will work on lesson two. Try to study at home. See you tomorrow.

Episode 3

Unit 3, lesson 2 – May Day

Section A (Pair work/ speaking)

Bijoy: (skipped)

Section B, C & D (reading)

Bijoy: this is very important passage for your exam. Now you will read this passage for 5-7 minutes. Then ask me if you do not understand any part of it.

Students: Ok, sir. (they read and asked the meaning of some words)

Bijoy: Now write the answer of these questions.

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Students: (wrote)

Bijoy: (checked answer of some students and told the right answer to correct everyone of they made any mistake).

Section C

Bijoy: Now choose the appropriate word from the table and fill in the blanks

Students: ok, sir. (completed the passage and showed to Bijoy)

Bijoy: (told the right answer to correct if anyone makes any mistake).

Section D

Bijoy: Now write the answer of the following questions.

Students: Ok, sir.

Bijoy: (told the right answer for everyone after checking some of the papers) Thank you.  
Next day we will work on lesson three. Try to read at home. See you tomorrow.

Episode 4

Unit 3, lesson 3 – International Mother Language Day-1

Section A (speaking/pair work)

Bijoy: (skipped) you don't need this section

Section B, C & D (reading)

Bijoy: These sections are related to each other. Read the passage for 6 minutes. Then ask me if you do not understand any part of it.

Students: Ok, sir. (read and asked the meaning of some unknown words)

Section C

Bijoy: complete the chart taking the information from the passage.

Students: ok, sir.

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Bijoy: (told the right answer for all the learners).

Section D (matching of meaning of words)

Bijoy: now match the words with the right meaning.

Students: ok, sir. (wrote and showed to Bijoy).

Bijoy: (told the right answer for everyone).

Section E

Bijoy: write the answer of the questions.

Students: ok, sir.

Bijoy: (checked some of them and told the right answer to correct everyone)

Section F (writing)

Bijoy: write a paragraph on 21 of February.

Students: ok, sir.

Bijoy: I do not have enough time to give you feedback now. I will take your paper and check in the office. Collect them tomorrow from office. See you tomorrow.

Episode 5

Unit 3, lesson 4 – International Mother Language Day – 2

Section A (speaking/pair work/group work)

Bijoy: you do not need this section.

Section B, C, D & E (reading)

Bijoy: Read the passage of section B and complete the other sections accordingly. Read the passage for five minutes.

Students: Ok, Sir

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### Section C

Bijoy: Now match the words/phrases in the table with their meanings.

Students: (Completed)

Bijoy: (Checked some of them and told the right answer before the class).

### Section D

Bijoy: Now write answer of the following questions according to the passage of section B.

Students: ok, sir. (completed)

Bijoy: (checked some of them and told the right answer before the class).

### Section E

Bijoy: now complete the passage with the suitable words on the basis of section B

Students: completed

Bijoy: (Did not check anyone but told the right answer before the class).

### Section F

Bijoy: now write a passage in a brief how you observed this year's 21 February at your school.

Students: ok (completed)

Bijoy: I will take this paper with me for feedback and you will collect them tomorrow. See you tomorrow.

## Milon's classroom observation

### Episode 1

Unit 6, lesson 2- Sri Lanka: The pearl of the Indian Ocean

Section A (pair work/speaking) & section B



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Milon: We do not need this section. But we will find the answer of this section from the reading passage of section B. Read the passage of section B and write the answer of these questions.

Students: Ok, sir. (Milon monitored the class, corrected some of the learners' work and told the right answer from the supplementary book).

Section C

Milon: Now complete the blanks of the table with appropriate words or phrase.

Students: ok, sir (completed and showed to Milon)

Milon: (told the right answer before the class).

Section D (skipped)

Section E (speaking/pair work)

Milon: read the following passage for information and I will ask you the following questions.

Students: ok, sir. (they read the passage and Milon asked them some questions)

Section F (Writing)

Milon: Write a paragraph on some interesting places to visit in Sri Lanka.

Students: (wrote)

Milon: I will take these papers with me and return you tomorrow or you can collect them from office. Tomorrow we will work on lesson three. See you tomorrow.

Episode 2

Unit 6, Lesson 3 – The Maldives

Section A (speaking/pair work)

Milon: you do not need this section for your exam. However, I will ask you the following questions to know your ideas. (he asked some of the students and they responded)

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### Section B & C (reading)

Milon: read the passage of section B and write the answer of section C.

Students: Ok, sir. (they read the passage and wrote the answer).

### Section D

Milon: Now fill in the blanks.

Sudents: yes, sir. (they completed and showed to Milon. He told the write answer before the class to correct their mistake).

### Section E

Milon: The statements are based on the information of the section E. Now read each statement and decide whether they are true or false.

Students: Read and wrote the answer individually. (Milon told the right answer before the class).

Milon: Tomorrow we will work on lesson 4. See you tomorrow.

### Episode 3

#### Unit 6, Lesson 4 – India: Unity within diversity

### Section A (Reading)

Milon: read the passage within 7 minutes.

Students: Ok, sir.

### Section B (pair work)

Milon: Now write the answer of the following questions.

Students: ok

Milon: (told the right answer before the class)

### Section C

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Milon: Now fill in the gap in the flow chart according to the information of section A.

Students: Ok, sir (Milon checked their work and told the right answer).

Section D (Writing)

Milon: now write a paragraph on Tajmahal as a historical place.

Students: Ok

Milon: I am taking your papers with me and return you tomorrow. Next day we will begin to work on unit 7. See you tomorrow.

Episode 3

Unit 7, lesson 1 – Zainul Abedin, the great artist

Section A

Milon: Did you hear anything about this man?

Students: yes, sir.

Milon: Alright, good. Now translate the passage line by line one after another.

Students: (translated the passage one after another).

Milon: Now write the answer of the following questions.

Students: Ok

Milon: (checked and corrected their work).

Section B (pair work) – skipped

Section C (Listening) – skipped

Section D (Listening) – skipped

Section E (Listening) – skipped

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Milon: you do not need to do listening for your exam. So, we will not do these sections.

Tomorrow we will work on lesson 2. See you tomorrow.

#### Episode 4

Unit 7, lesson 2 – The art of silence

Section A (speaking/pair work)

Skipped

Section B

Milon: read the following passage and write the answer of the questions.

Students: ok, sir.

Milon: Checked some of them and told the right answer after the class.

Section C

Milon: now you will read the following statements and identify true/false answer. If false, give the correct information. (students wrote and milon told the right answer)

Section D, E & F

Milon: now write the answer of the following questions for me.

Students: ok, sir. (wrote and milon said the correct answer).

Milon: Tomorrow we will work on lesson 3. See you tomorrow.

#### Episode 5

Unit 7, lesson 3 – Flash back

Section A

Milon: read the following passage and match column A with column B afterwards.

Students: ok, sir.

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Milon: (Checked some of them and told right answer before the class).

Section B

Milon: Now write the answer of the following questions.

Students: ok, sir. (milon checked some of them and told the right answer before the class).

Section C (listening)

Milon: you do not need this section.

Milon: tomorrow we will work on lesson 4. See you tomorrow.

## **Appendix Two**

### **Interviews**

#### **Amin's Interview:**

Me: Good morning. How are you?

Amin: Fine, thank you.

Me: You know that I am taking your interview today based on your activities in the classroom. I will ask you some questions now. Is it ok for you?

Amin: Sure, go on please.

Me: I saw you to follow a textbook in the classroom. Is it part of the present curriculum?

Amin: yes. Actually it is a prescribed syllabus and the government provided us to implement the curriculum.

Me: Ok, what type of curriculum is it?

Amin: It is a communicative curriculum.

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Me: Alright. I saw you to instruct the learners to translate passage in your communicative language teaching classroom. Is there any reason for that?

Amin: Actually exam is very important for learners. That is why, I engaged the learners in translating in the passages as these passages are important for their exam. If the learners can translate the passage, they will understand it very well and will be able to answer the questions related to the passage in the exam.

Me: But I did not see any instruction in the prescribed syllabus to engage learners in translation.

Amin: Yes, it is true that the curriculum did not instruct me. However, I did because my learners' academic result is more important to me, to them and to their family. I believe that my learners can be more successful in the exam in this way and that is the reason of translating the passages.

Me: Ok, I understand. You teach the learners to prepare for the exam.

Amin: yea, it is true.

Me: Do you like to follow the prescribed syllabus to prepare your learners for exam.

Amin: yes, to some extent.

Me: Ok. I got you. Amin, I saw you to tell the learners to skip pair work and group work. Could you explain to me why did you do that?

Amin: yes, I did not engage the learners for pair work and group work as I did not see any question paper in the exam related to those activities. Besides, the textbook presented those activities to prepare the learners for speaking exam. But the authority does not arrange any speaking test in the exam. That's why I do not want to waste time for those activities. The other reason of not using pair work and group work is that these activities will not develop learners speaking skill as they will use Bangla instead of English.

Me: Why do they use Bangla in the classroom?

Amin: Actually, we used to speak in Bangla everywhere. We never use English outside the classroom in this rural area. Some people might speak in English in the capital city but it is

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rare here. Besides, the learners' ability to speak in English is a reason use Bangla in the classroom. Again, the learners do not have the ability to speak in English in the classroom and even most of them will not be able to understand if we instruct them in English.

Me: Even I did not see you to speak in English in the classroom.

Amin: Yea, it is true.

Me: why?

Amin: Bangla is historically important to us. Many people died to achieve the right to speak in Bangla. That's why, I like to instruct in Bangla.

Me: Are the other teachers using English?

Amin: No.

Me: Is there any other reason of not speaking in English in the classroom?

Amin: Yes. Most of the rural areas teachers did not use English before and they learnt English following grammar translation method when they were students. It is not possible for them to instruct in English to encourage the learners to speak in English.

Me: Do you think that the curriculum is being implemented by teachers?

Amin: No.

Me: Why?

Amin: The curriculum is not implemented by the teachers because of the different exam system than the instruction of the textbook. The textbook focuses on all the skills of target language. However, the exam is based on reading and writing oriented. Even the exercises of the reading and writing are not similar to the exam questions.

Me: Do you have any pressure from the school or parents to prepare the learners for exam?

Amin: Yes. Both from school and parents.

Me: Why the parents keep you pressuring?

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Amin: The parents always keep pressure on us for their children's better result. The parents believe that their kids will get enough time to improve their skills in future. So the teachers should engage the learners for their academic achievement rather than skills improvement.

Me: Ok, I understand.

Me: One more thing I saw in your class. You did not engage the learners for listening activities. Is there any reason?

Amin: I did not find any listening exam to be organised in any institute in Bangladesh. Even it is not essential for my learners' academic achievement.

Me: Why?

Amin: Well, there is practise paper in most of the lesson for listening activities. However, the authority did not provide any material for practise. So, how can we engage the learners?

Me: What materials you mean?

Amin: CD, recorder, and electronic equipments.

Me: Ok.

Me: What is your view about writing?

Amin: Writing is very important in this curriculum and all the teachers should follow the instruction to engage the learners in writing.

Me: Why?

Amin: The second paper exam is completely based on writing. If the learners do not improve their writing skill they will not be able to pass in the exam.

Me: I saw you to take the learners' writing papers with you. You also mentioned that you give them feedback. What type of feedback you give and why?

Amin: We normally focus on grammatical correction in students' writing. If they keep grammatical accuracy in their writing they will be able to improve their writing skill in future. We do not expect more than that now.



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Me: Ok, thank you for your time.

Amin: Thank you too.

### **Evan's Interview:**

Me: Good morning. How are you?

Evan: Fine, thank you.

Me: Ok, let's have a discussion on your classroom activities and the curriculum.

Evan: Sure.

Me: I saw you to teach grammar only in the class. Could explain the reason?

Evan: Grammar should be the key focus of learning a target language. If the learners do not know the grammar first, they will not be able to communicate in second language. That's why I focus on grammar.

Me: Ok. I understand. But I did not find any instruction in the prescribed syllabus to focus on grammar only. Did you?

Evan: I agree. But grammar is very important. As I have an experience of 34 years of teaching grammar, the authority decided to teach me grammar and the other teacher on the current syllabus.

Me: Is there any reason to appoint you only to teach grammar?

Evan: Actually we used to follow grammar translation method. Now you can see a new syllabus and I do not have enough experience on it. Besides, I do not want to follow other teaching approach in the last stage of my teaching.

Me: What is your opinion about the new curriculum?

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Evan: The new teaching approach might be good for the new teacher and students. However, it might not be good for old teacher as they do not have any experience on it and they will not wish to have training like me.

Me: The old teachers will not like to follow the new curriculum?

Evan: In the old curriculum we used to teach grammar and translation. We did not teach how to speak. Besides we taught both grammar and translation to achieve accuracy in learner's speaking. We also consider about the learners' ability to speak in the target language. Most of the learners do not even know the grammatical use of the language. So, it is very hard for them to focus on speaking in the class in this stage.

Me: Is there any other reason not to focus on speaking?

Evan: well, there is many reason not to focus on speaking. First of all, there is not speaking test in the final exam. Secondly, majority of the teachers do not have to ability to focus on speaking skill. Besides, the authority does not provide any materials for practice such as tape recorder for test recording and then for accessing.

Me: Ok. Did you ever speak in English in the class?

Evan: I never spoke in English in the classroom in the past. Besides, I do not feel the necessity to speak in English as the learners might not be able to understand properly.

Me: Is there any other reason to speak in Bangla in the classroom?

Evan: All the teachers in the rural areas use Bangla in the classroom. You might get some exception. But the teachers used to instruct in Bangla and allow the learners to speak in Bangla for cultural reason. Culturally we use Bangla inside and outside the classroom to learn English.

Me: Why?

Evan: Because it is our first language. We love to speak in our language.

Me: Do you think that the teachers are able to speak in English?

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Evan: To be true, the majority of the teachers in the rural areas do not have ability to speak in the target language.

Me: Did you ever teach anything else or followed any other teaching approach?

Evan: Well, I begin to teach grammar translation method and still teaching grammar only. Before I taught both grammar and translation but I teach grammar now as there is no more translation in the exam question.

Me: What do the other teachers teach in your school?

Evan: Actually it depends on the situation. When we split the lesson among us I choose to teach grammar for the second paper. The other teacher had no option to exchange his lesson with me as I am senior to him. However, so far as I know he teaches for reading and writing lessons only. Then we are two teachers in this school but the scenario is different in other schools, some schools have only one teacher and some schools do not have any. So the teachers do not have any choice. They are to mingle grammar translation method and communicative language teaching method.

Me: What is your opinion about listening activities?

Evan: Listening is important to learn a target language but we do not teach in the schools.

Me: So, why do not you teach listening?

Evan: I do not teach that part but my colleague complained me that the curriculum presents listening session but the authority did not provide any materials.

Me: Ok. Do you teach reading lessons?

Evan: Well, I do not teach for reading now but I used to teach in the old syllabus. Then I was teaching for writing as well in this syllabus though last few weeks I did not. Hopefully I will teach for writing in next month.

Me: Why you want to teach writing?

Evan: The writing is very important for learners. Besides they will have to write some paragraphs and composition both in first and second paper English course.

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Me: Ok. Thank you for your time.

Evan: you too.

## **Babu's Interview**

Me: Good morning.

Babu: You too.

Me: As you already know that I will ask you some questions about your classroom activities and about the curriculum.

Babu: Yea

Me: Let's come to the point. First of all I want know about the prescribed syllabus from you. Do you mind to explain the purpose of this textbook?

Babu: Sure. Actually the book has been presented to the teachers to help them to enable the learners to communicate in four skills of English. The book contains all the four parts and I understand that it is an effective book for communicative language learning and teaching. Unfortunately the majority of the teachers do not follow the instruction and go back to their old style. I follow the exact way as I feel that the book will help my learners to achieve communicative skills and prepare them for their exam as well.

Me: Yes, I saw that in your class. I also saw you to encourage the learners to speak in English through pair work and group work activities. But I did not see the other teachers to do that. Why did you do that?

Babu: I encouraged the students to speak in English in pair work and group work although it will not help them for their exam but they will be able to communicate with each other in future.

Me: Ok, I understand. Was it easy to engage them in communicative activities?

Babu: No. It bit tough initially. But I managed it. At the beginning they were shy and had difficulties. I encouraged them and they overcome the situation in course of time.

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Me: I did not see the other teachers to try to follow the objectives of the curriculum. Do you think that they might be able to implement the curriculum?

Babu: It will not be easy for them. But the teachers need to be patient and encourage the learners at the beginning stage. If the teachers can overcome this stage, the syllabus could be implemented and the learners will achieve their competence in speaking.

Me: Do you think that the syllabus will be helpful for learners?

Babu: Yes.

Me: How?

Babu: The textbook can help the learner from two perspectives. It will help the learners both to be prepared in the exam and to achieve the competence level.

Me: How the book will be helpful for their exam?

Babu: The learners will be familiar with many unknown words which might help them to answer their questions in the exam.

Me: Did the learners accept the book without any hesitation or difficulties?

Babu: well, the initial stage of learning is difficult for the learners as they are not familiar with English language. But the learners have the ability to overcome the situation if the teachers help them.

Me: Do you think that the other teachers will follow the instructions of this book like you?

Babu: No.

Me: Why?

Babu: The exam system is different from the instruction of the textbook. As a result, the teachers focus on the activities that are relevant to exam only.

Me: Ok.

Me: I saw you not to instruct the learners to do listening activities.

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Babu: Yes.

Me: Why?

Babu: If you go through the textbook, you will see there is listening activities in every lesson. But the authority did not provide us any materials to practice. Besides, you will not find anything related to listening in the exam.

Me: Which skill is more important for the learners' exam?

Babu: Writing.

Me: Why?

Babu: The learners need to focus on writing as they will sit for writing exam. Besides, the teachers are experienced in writing activities as they used to practice in the old curriculum.

Me: Ok, Babu. I will not ask you any more questions. Thank you for your time.

Babu: Thank you too.

## **Bijoy's Interview**

Me: Good morning. How are you?

Bijoy: Good morning. Fine, thank you.

Me: Today we will discuss about your classroom activities and the curriculum. Is it ok for you?

Bijoy: No problem. Go on.

Me: I saw you to engage learners to translate passages in every class. May I know the reason?

Bijoy: Sure. I feel that translation is important for a better understanding of the reading passage. And you see the learners of this class do not have the linguistic competence in English to understand it without translation into Bangla. If I explain it in English, they will never understand it. That is why, I instructed them to translate passage.

Me: Ok. Probably you could apply the strategies of the prescribed syllabus for reading activities.

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Bijoy: It is true. Yes, it's important to teach the reading strategies. But the problem is the time and extent of syllabus that we are supposed to complete before each examination. We find it very difficult to cope with the time we have for each lesson. And therefore we feel that we will take a short cut. And for this we choose the translation method. It takes us less time if we take help of the learners' mother tongue for understanding reading passages.

Me: Well. You are teaching reading passages. But you said that you have problem of time. Why do you think so?

Bijoy: Here we have a problem of time. As you know that the number of students is more in each class and organizing these huge number of students into groups and pairs and instructing them how to do the task in pairs and groups take much of the class time allotted. It is only 30 minutes and we do not risk ourselves falling short of time, because we have to complete the syllabus on time.

Me: Why pair work and group work might be problematic?

Bijoy: Each class has around 45-50 students and it is very challenging for a single teacher to manage and monitor such huge number of groups in just 30 minutes!

Me: What types of challenges a teacher might face?

Bijoy: There might have many challenges for a teacher. Even if you engage them in such activities, they will speak in their mother tongue. Firstly, because these learners have no spoken level to speak in English while working in groups or pairs. Secondly, they believe that doing the task in mother tongue will help them to complete the task on time.

Me: Ok. But I did not see you to speak in English as well.

Bijoy: Yes. It is true.

Me: Why did not you?

Bijoy: The main reason is the students don't understand when I instruct in English because they did not reach this class with the required listening skills in English. Even when I speak English, the students complain that they failed to understand the content which I explained in English.

Me: Did you get any instruction from the school or higher authority?

Bijoy: No. Actually the school authority has no such instruction as to which language we will use in the classroom. They don't have any complain if we speak Bangla. Therefore, we choose Bangla as it facilitates understanding the lesson content.

Me: Ok. I also found you to skip listening and speaking activities. Could you explain the reason?

Bijoy: Well. Basically the school only organizes tests on reading and writing such as- reading a passage and then answering the questions and writing a paragraph or an essay. I never found any arrangement for listening and speaking tests.

Me: Ok. So, do you focus on the exam or the aim of the curriculum?

Bijoy: Actually all the learners, the teachers and the authority mostly focus on the exam results rather than actual learning. For better results the authority tries to be choosy regarding the text book content and suggested language practices. Whatever does not require for the exam is skipped.

Me: Is there any other reason?

Bijoy: Yes, we have many problems to practice listening and speaking activities. For example, the classrooms are not equipped with resources required for listening activities. In our school, we don't have any listening laboratory, and there is no cassette player or CD player. We don't have any microphone in the classroom. Even if we speak up, the middle and the last benchers will not hear properly.

Me: Ok. What do the learners expect classroom activities.

Bijoy: They also like reading and writing activities. The learners are more focused on memorizing paragraphs and essays rather than writing on their own. When we ask them to write something on their own, they write with no interest and end up with a few sentences that are full of grammatical and spelling errors.

Me: Why do not they try?



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Bijoy: The learners are used to attempt writing in this way from the beginning. They prefer memorization than writing creatively. In addition they have lack of vocabulary and grammatical knowledge to produce sentences for a paragraph or essay.

Me: Did you encourage them?

Bijoy: I tried. But they do not have any interest.

Me: Ok. Thank you for your time.

Bijoy: Thank you too.

## **Milon's Interview**

Me: Good morning. How are you?

Milon: Fine. Thank you.

Me: I want to discuss about your classroom activities. Is that ok for you?

Milon: No problem. Please go on.

Me: I saw you to focus on reading comprehension everyday in the classroom. Is there any reason behind this?

Milon: Yes, I did. Actually, I focused on reading comprehension tasks because the examination is based on reading questions. It tests the learners' ability to answer questions from a reading passage. So, in my class I try to prepare the learners well for the exam.

Me: Ok. Could you explain why did you encourage the students to translate passages instead of following the instruction of the prescribed syllabus?

Milon: Well, I'm working here for some years and I observed that for the particular group of learners I teach here, translation is the most effective way to comprehend the reading passage. I try to make things easy for them and that is why I take help of their mother tongue so that they feel comfortable. My observation is that when they use Bangla, they understand the passage far more quickly than any other way and in this way they like to prepare for exam. That is the reason of translating passages.

Me: Ok. The other thing I saw you to skip that is pair work and group work activities in every lesson. May I know the reason?

Milon: I tried them before. But the learners do not concentrate. Besides, it takes time to instruct and organize the class for pair and group work and it makes the class noisy and sometimes unmanageable. I feel it is better to get them work individually.

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Me: Why?

Milon: The learners are not used to this sort of activities. I don't find any purpose of pair work or group work.

Me: Why?

Milon: Our aim is to complete the tasks in the easiest way. And we do it. And I observed the learners are well-prepared for exam in this way.

Me: Ok. What about the language? You supposed to speak in English and encourage the learners to fulfil the objectives of the curriculum.

Milon: Yea, it is true. But you know, we don't care about using the foreign language in the classroom. It doesn't help to complete the comprehension of the lesson content and learners face difficulty with any explanation in English. And that's why I choose to make the lesson easy for them through the use of Bangla. My aim is to help them understand the passage and prepare for exam. Therefore, I choose Bangla rather than English.

Me: So, what is important to you?

Milon: I find that exam scores are the most important aspect of language education in schools here. It is very important that the learners are well-prepared to answer the exam items.

Me: Why all of you just focus on exam for learners?

Milon: There is great competition in the exams. And we take it very seriously to make them competent for high scores. And therefore, throughout the year our classes are devoted to the practice of the exam items. And that's why you have seen that we only focus on reading and writing activities.

Me: But the textbook suggested you to focus on listening activities as well. Why did you skip listening activities?

Milon: Yea, it's true that the textbook suggests so many listening activities after each lesson but we never follow it because there is no such listening test in our schools. Therefore we

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don't deem it important to use the valuable class time for listening activities that have no function in yearly exam and board examinations.

Me: What is important for learners?

Milon: Reading and writing exam.

Me: How do you prepare them for exam?

Milon: The learners don't have the stock of vocabulary and language expressions to write creatively. And it is important to correct their errors because they will lose marks in the board exams if they write wrong English.

Me: How do you correct them?

Milon: We provide the good sample paragraphs and essays from the supplementary answer book to make sure they will correct English in the exams. They write paragraphs and essays and we give them feedback to avoid mistake in the exam.

Me: So, your focus is only exam?

Milon: yes.

Me: Do you have any plan to implement the objectives of the curriculum?

Milon: To be true no.

Me: Why?

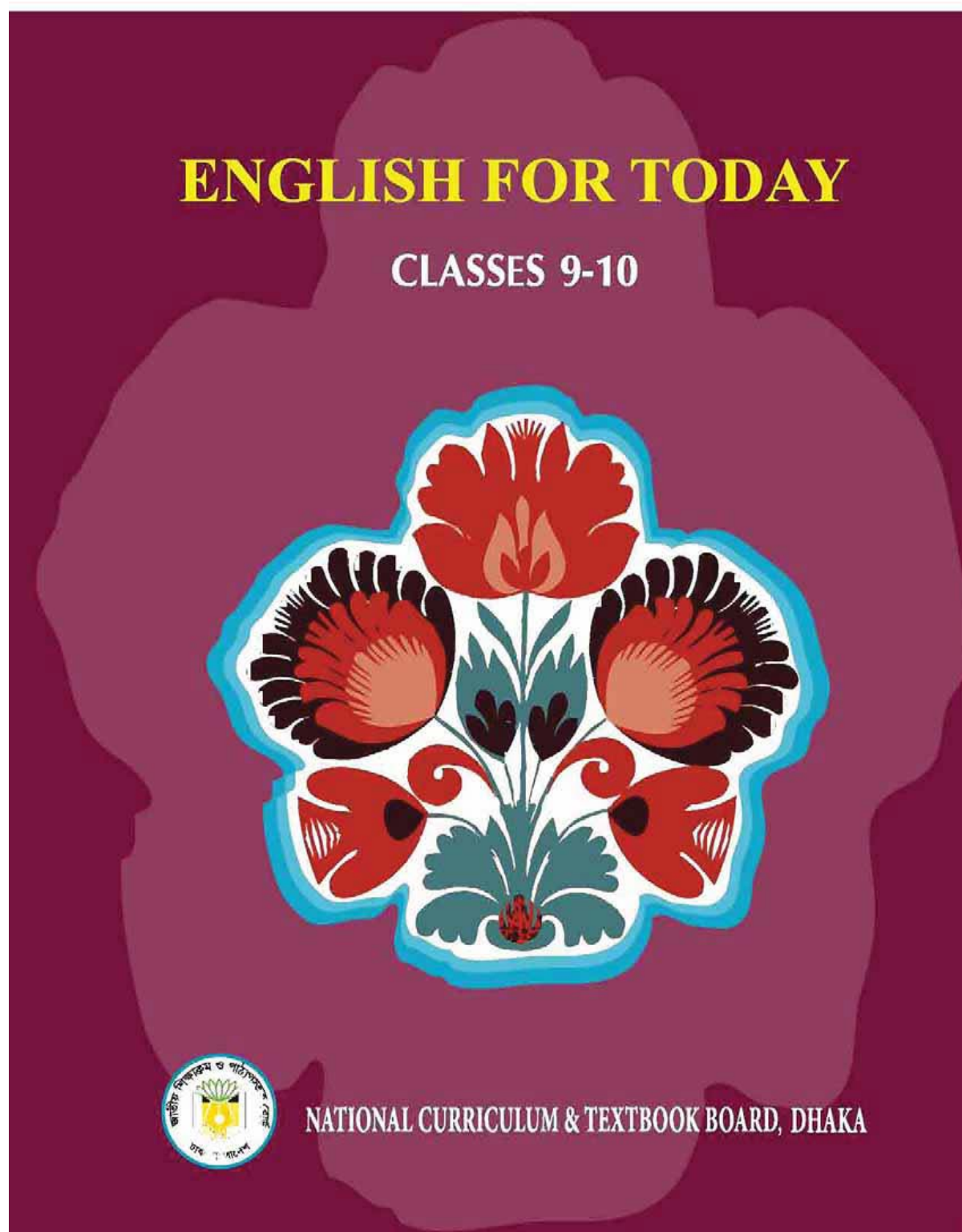
Milon: Actually my aim is learners' exam than anything else.

Me: Ok, thank you for your time.

Milon: Thank you too.

## **Appendix Three**

**Prescribed Syllabus (Textbook)**



**Prescribed by the National Curriculum & Textbook  
Board  
as a Textbook from the academic session 2013**

# ENGLISH FOR TODAY

Classes 9-10

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## **Preface**

The secondary curriculum has been revised in the light of National Education Policy 2010, which emphasises learning English as an international language for communicating locally and globally. The **English For Today** textbooks have been developed to help students attain competency in all four language skills, i.e. listening, speaking, reading and writing.

The development of curriculum, syllabus and textbook is a continuous process. In continuation of it, this book has been developed and rationally evaluated by a group of experts, which included curriculum specialists, subject specialists, teacher trainers and classroom teachers. The contents and illustrations of this book have been developed in order to suit the learners' age and cognitive level. The book emphasises practising language skills through a variety of meaningful and enjoyable activities. The publication of teacher's guide is under process. The teacher's guide will help teachers plan lessons more effectively and teach students communicatively through teaching learning activities.

My heartfelt gratitude goes to the curriculum developers, writers, illustrators and coordinator who worked under tremendous time constraints. Without their sincerity, commitment and hard work, it would not have been possible for NCTB to develop the English textbook 'English For Today', making it available to teachers and students all over the country by January 2013. As the textbook was developed within a very limited time, there is room for further development. Attempts have been made to make the book free from errors as far as possible. Any constructive suggestions for the improvement of the textbook will be welcomed and incorporated in future editions.

I also sincerely thank all involved in the production and publication of this textbook. If this book is used properly, it will no doubt facilitate learning English at the desired level.

**Prof. Md. Mostafa Kamaluddin**  
Chairman  
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## Unit One

# Good citizens

### Learning outcomes

After we have studied the unit, we will be able to

- \_ narrate incidents.
- \_ participate in discussions.
- \_ listen and understand others.
- \_ describe something in writing.

English For Today 2

## Lesson 1: Can you live alone?

**A Look at the pictures and discuss in pairs the following questions.**

1 Can you live alone in a house?

2 Make a list of the problems you think you will have if you live alone in a house, e.g. having accidents, cooking, etc.

Picture 1 Picture 2

**B Read the story and answer the questions that follow.**

Long ago, a young man found life in the family in his village full of problems and sufferings. Quarrels, ill-feelings, jealousy, enmity - all were part of everyday life there.

So he left his house and went to a jungle to live by himself. There he made a nice little hut with wood, bamboo and reeds. "Ah, how happy I am here!" said the man to himself.

But one day he found some mice in his hut. The little creatures soon made holes in his blanket. So he brought a cat to kill the mice. The cat needed milk. So he brought a cow. The cow needed grass and hay. So he brought a cowboy.

English For Today 3

The cowboy needed food. So he took a wife to cook meals. Then children were born to them, and the man found himself again in a family.

So nobody can live alone, unless they are either angels or devils. People need food, shelter, companions and cooperation. They need to help each other. And if they live in a family or community, their need can be fulfilled. Hence living in society can make people good and happy citizens.

**C (Books shut) What five things did the young man do in the jungle?**

**Now divide into groups of five. Tell the story to the groups sequentially.**

**D Answer these questions. First discuss in pairs, then write the answers individually.**

- 1 Why did the young man leave his house?
- 2 Where did he make a hut? What did he make the hut with?
- 3 Was the man happy in his hut?
- 4 How did he find himself again in a family?
- 5 Where and how can a person be happy?
- 6 What is the moral of the story?

**E Look at the pictures (a---j). Read the following texts (1---10) and match the pictures with the texts. Write the numbers of the texts next to a, b, c,**

**etc. The first one is done for you.**

4 English For Today

- a ... .. b .....  
c ..... d .....  
e ..... f .....  
g ..... h .....  
i ..... j .....

English For Today 5

- 1 As people live in a community or society, they often have problems. A family may have a problem with a particular member (a son / daughter) who keeps bad company. So they discuss to solve the problem.  
2 To prevent theft or robberies, constant security measures are often necessary within the village / city area.  
3 A community may have a problem like they don't have a primary school in the village or locality. So the people need to discuss the issue in a meeting and find out how to set up a school for their children.  
4 Cooking should not be exclusively a woman's job.  
5 Young learners must cultivate virtues and acquire knowledge and skills to prepare themselves to carry out their roles as good citizens. So they need to study formally in the institutions.  
6 To establish peace and harmony among the people in a locality / village, often experienced, elderly people mediate between quarrelling people.  
7 Only studying at school is not enough for the young learners. They must also acquire knowledge and skills at home as well as from media, clubs, sports, libraries and so on.  
8 The people in a society / locality often need to buy things at home. So there are vendors selling necessary things.  
9 In a village or locality often roads need resurfacing for easy movement of people and transport.  
10 Side by side with acquiring knowledge and skills, the youths must cultivate good qualities like having genuine sympathy for the weak and the poor, helping the needy, showing respect for others and having a strong sense of dignity of work.

**F Discuss in pairs and write an answer to this question:**

**What can we do at home and in the locality to become good citizens?**

6 English For Today

-  
**Lesson 2: Knowledge, skills and attitudes**

**A Discuss in groups this question:**

**What do you need in addition to food, shelter, company, etc. to become a good citizen?**

**B Read the text.**

To be a good citizen, you have to prepare yourself to do good work in society. Well, then how can you prepare yourself?

First, you need knowledge. Today's society is knowledge-based. Without knowing modern sciences, technologies including ICT and other necessary subjects, you will have difficulty living a good life. The other areas you, as a good citizen, should have knowledge about are:

- \_ our country, its constitution, geography and people
- \_ our state, its executive and legislative powers
- \_ our judicial system
- \_ our government and its structures and functions
- \_ our history, cultures, traditions, literature, moral values and religions
- \_ our socio-economic activities and educational system

Second, you need skills to do things. Knowledge is not enough. You must be able to apply your knowledge to do things practically.

Finally, knowing and doing things will bring about a change in your behaviour towards others. This behavioural change will show your attitudes towards others, that is, it will show how you think and feel about a person or thing.

English For Today 7

Let's take an example. Suppose you, as a student, need to know about 'group work' in the classroom. So you ask yourself or your teacher or anybody, "What is group work?" Or you may find about it in a book. In this way, you can know, or you may have the knowledge, about group work: To do group work, the class has to be divided into groups. Each group is to do some tasks given by the teacher or in the textbook. The group members will discuss and share ideas and points, and finally one member will write the answer. All this is knowledge about group work.

Then you start working in groups. In each group you take turns discussing points, answering questions, etc. In this way you actually do the task. Your teacher may monitor and help you to do the work.

Lastly, through regular group work it is expected that there will be noticeable changes in your behaviour. Possible changes are:

- \_ You will develop the attitude of freely mixing and talking with your classmates and teacher.
- \_ Your shyness will gradually disappear.
- \_ You will develop the attitude of helping and cooperating with each other.
- \_ You will learn to behave in a democratic way.

Most importantly, these behavioural changes taking place in you inside the classroom will be carried over outside the classroom, in real-life situations.

**C Read the text below. Then discuss with your partner and write K (if the text is knowledge based) or S (if the text is skill based) or A (if the text refers to attitude) against each text.**

1 Abraham Lincoln, a former president of the United States, advocates a "Government of the people, by the people, and for the people." This means that the people have the right to control their government.

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2 Two students are making a kite with coloured paper, sticks, glue and string.

3 Tisha's room was always messy. She could not find things easily. Recently she has visited her cousin Ritu in Chittagong. She saw that Ritu's room was very neat and tidy. Everything was exactly in its place. Ritu instantly finds what she wants. After getting back home, Tisha spent a whole weekend making her room well organised.

4 "It is the duty of every citizen to observe the constitution and laws to maintain discipline, to perform public duties and to protect public properties." (The Constitution of The People's Republic of Bangladesh)

5 Students in pairs are acting out a dialogue in a class.

6 Mouli is back from school. She is very hungry and looks exhausted. "What's wrong, Mouli?" asks her mother anxiously. "Don't worry, Mom. I'm OK. I just didn't have my tiffin today." "But why?" "Our peon died this morning. With other students I gave my tiffin money to the widow."

7 The students of physical education class are practising stretching exercise in the school yard.

8 The affairs of Dhaka city were run by the Dhaka Municipality until 1978, when the city came under the Dhaka City Corporation.

**D Discuss in groups. Write how K S A can be shown in the following topics:**

Orsaline Debate E-mail

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### **Lesson 3: Good character**

**A Ask and answer these questions in pairs.**

1 What do you understand by character?

2 What does a person with a good character usually do to others?

**B Listen to the teacher / CD and answer the following questions.**

**Questions: Tick the best answer.**

1 Which is the correct statement according to the information in the listening text?

a Good character does not mean special qualities.

b Good citizens must have good character with other things.

c Character means a tool to curve wood.

d Character traits are distinctive marks always seen on a person's face.

2 The red crest of a rooster

a is a symbol of power and strength.

b enables it to crow in the morning.

c makes the bird tall and beautiful.

d shows how it is different from a hen.

3 The expression 'distinctive qualities' means those qualities of a person, which a are the same as others'.

b emphasise honesty in him/ her.

c make him / her different from others.

d he / she gets from their parents.

**Listening text\_\_1\_\_**

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- 4 Character traits are  
a naturally gifted.  
b personally learned.  
c God given.  
d physically visible.

**C Fill in the blanks in the following passage with appropriate words from the box.**

Citizens having good character live a life of virtue. They may belong to any social 1)\_\_\_\_\_, upper or lower. Their thoughts and 2)\_\_\_\_\_ show high moral values. That is, they have a strong 3)\_\_\_\_\_ of right and wrong. So what they do is 4)\_\_\_\_\_ for themselves as well as for others in the 5)\_\_\_\_\_ and in the society. In fact, they cannot even think of 6)\_\_\_\_\_ any wrong to others. One of the most positive 7) \_\_\_\_\_ of these people is tolerance towards 8)\_\_\_\_\_. Suppose a group of people in your community 9)\_\_\_\_\_ or practice in something which you do not like 10) \_\_\_\_\_. But as a good citizen you should 11) \_\_\_\_\_ them to perform their activities. Thus tolerance can generate 12) \_\_\_\_\_ for people of other cultures. Tolerance and respect together can make life 13) \_\_\_\_\_ and peaceful in society.

**D Read the completed passage and tick the best answer.**

- 1 People with moral values  
a can do anything they like.  
b belong to upper social class.  
c do good only for themselves.  
d cannot do anything wrong to others.  
harmonious allow behaviour respect good doing family  
class others sense qualities believe personally  
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- 2 'Tolerance' means  
a allowing others to say and do as they like.  
b a quality of Buddhists.  
c having disagreements with others.  
d a quality that every citizen has.  
3 What can make life harmonious in society?  
a performing religious rites  
b encouraging cultural values  
c respecting others' beliefs and opinions  
d fulfilling religious obligations

**E Find the opposites of these words. If you do not know any, look it up in your dictionary. Then make a meaningful sentence with each of these opposites:**

right --- wrong

If you have moral values, you cannot do any wrong to your fellow beings.

tolerance -----

respect -----

allow -----

enjoyable -----

**F Write a paragraph about how tolerant or intolerant you are towards your classmates. Give examples.**

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## **Lesson 4: Responsibilities**

### **A Read the situation.**

Rony's mother gave him 50 taka to buy salt and chillies. On his way to the market, Rony found a poor passer-by trying to hold a boy up, who was lying on the road, groaning. Coming near, Rony saw that it was his classmate Tanim, who was hit by a speeding motorbike. Immediately he called a baby taxi and took Tanim to a clinic. From there he phoned Tanim's parents. When they came to the clinic, Rony returned home without salt and chillies. He paid the money to the taxi driver.

### **Now discuss in groups the following questions.**

1 Did Rony do right or wrong? Why ?

2 What do you think his mother will do when Rony comes back home without salt and chillies?

3 What do you mean by responsibility?

### **B Read the text and answer the following question:**

#### **What is responsibility?**

A responsibility is a duty or an obligation TO DO something. For example, you have the responsibility to take care of your parents in their old age, to attend school and pursue your studies properly and so on. You have also the responsibility to society and the government, e.g. to help a neighbour in trouble or to cast your vote if you are 18 or over.

A responsibility is also an obligation or a duty NOT TO DO something. For example, you have the responsibility not to steal a book from a public library or not to put your building materials on the footpath. These are your responsibilities as citizens. But

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there are responsibilities of the government as well. Our government has the responsibilities to provide for its citizens "the basic necessities of life, including food, clothing, shelter, education and medical care"<sup>1</sup>. The government also has the responsibilities to protect the fundamental rights of its citizens to freedom of speech and expression, freedom of the press, freedom of religion, equality of all before law<sup>2</sup> etc.

The knowledge, skills and attitudes you have gained at home, at school and in society will help you to accept your responsibilities and to carry them out effectively.

Remember, discharging your responsibilities will be good for you, good for your family and friends, and good for your society and country as a whole.

### **Notes**

1 The constitution of the People's Republic of Bangladesh, Part II.

2 Part III, *ibid.* (*Ibid.*: abbreviation from Latin *ibidem* which means in the same book or piece of writing as the one that has just been mentioned above.)

### **C Discuss in groups and write answers to these questions.**

1 Where or who can you get your responsibilities from? Make a list. The first one is done for you.

a. parents

b. ....

c. ...

2 Make a list of responsibilities as students you have at home, school, and in society.

3 Make another list of things you shouldn't do at home, school, and in society.

4 Who do you get help from to discharge the responsibilities you have listed in C1? How do they help you?

5 Are there any difficulties in fulfilling the responsibilities? Briefly describe them.

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6 Make a list of responsibilities other people have towards you. Briefly describe what might happen if they fail to fulfil the responsibilities.

7 (a) What rewards you are likely to have if you fulfil your responsibilities?

(b) What penalties or punishments you may get, if you do not discharge them?

8 What responsibilities do you think you can discharge well when you go on a class picnic or when your school puts on a play as part of its annual prizegiving programme?

**D Look at the picture. Work in pairs.**

Suppose this road is near your school. As students of this school, what responsibilities do you think you have to get rid of this nuisance? Make a list on how you will discharge the responsibilities?

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